

AN INQUIRY INTO THE POSSIBLE CAUSES OF

STANDARD 10 EXAMINATION MALPRACTICES :

A SOCIOPEDAGOGIC PERSPECTIVE

BY

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DEDICATION

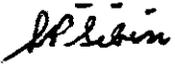
This work is dedicated to my mother Mrs Ruby Sibisi
and her grand children, Tina, Siphwe, Xolani,
Pinky, Nobuhle, Vusi and Mondli.

May it be a source of
encouragement
throughout their life time.

DECLARATION

I declare that:

"AN INQUIRY INTO THE POSSIBLE CAUSES OF STANDARD 10 EXAMINATION MALPRACTICES: A SOCIOPEDAGOGIC PERSPECTIVE" is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.



L.P. SIBISI

KWA-DLANGEZWA

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ABSTRACT

The aim of the study was to find out what the causes of standard 10 examination malpractices were. Standard 10 pupils, teachers, and principals were consulted and interviewed for this purpose.

In this study two research methods were used; namely literature review and an empirical investigation. Literature was reviewed on the researched problem. Ndlovu (1983) maintains that some teachers are not in class during their teaching periods because they are in the staffroom or are not at school. Thus pupils involve themselves in examination malpractices in order to pass. The findings of this study were further backed up by Thembela (1982) who is of the opinion that copying is not prevented in some of the centres. In fact in some cases invigilators allow and encourage pupils to copy.

There were three distinct samples to which questionnaires were administered. The questionnaire consisted of structured as well as the unstructured items for validity and reliability. The research was conducted among 300 pupils, 90 teachers and 11 principals. The researcher has preferred to use the questionnaire because it is more convenient and economical. By using a questionnaire one can have a lot of respondents without a lot of expense in time and effort. It covers a lot of people within a short space of time. The bigger the number of respondents the greater is the validity in the results. Each respondent receives the same set of questions which are phrased in the same way. The questionnaires are supposed to give a more comparable data. It took the researcher about 1 hour to get pupils, teachers and principals to complete the questionnaire. The researcher analysed data manually. Percentages were mainly used to analyse the pupils', teachers' and principals' responses.

From the results it was found that standard 10 examination malpractices were caused by absenteeism of both teachers and pupils, lack of teaching equipment, laziness of both teachers and pupils, incompleteness of the syllabus, stayaways, teachers who are engaged in extra mural studies, lack of prescribed books, and teachers who are not dedicated to their work.

The following hypotheses were formulated:

- (1) Stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers.
- (2) Tight security in the department prevents leakage.
- (3) If malpractices are suspected the department withholds results.
- (4) Some irresponsible members of the community sell stolen examination papers to pupils.

The above hypotheses were proved valid in the analysis and interpretation of data.

The findings of this study are recommended for further research.

SAMEVATTING

Die doel van hierdie studie was om vas te stel wat die oorsake is van wanpraktyke in standerd 10-eksamens. Standerd 10-leerlinge, onderwysers en skoolhoofde is vir hierdie doel geraadpleeg en onderhoude is met hulle gevoer.

Twee navorsingsbronne is in hierdie ondersoek benut: bestaande literatuur en empiriese ondersoek. Literatuur handelende oor die probleem onder bespreking is bestudeer. Ndlovu (1983) beweer dat sommige onderwysers nie in hul klaskamers is tydens hul onderrigperiodes nie omdat hulle óf in die personeelkamer is óf nie by die skool teenwoordig is nie. Leerlinge maak hulle dan aan wanpraktyke skuldig om deur te kom. Die bevindings van hierdie studie is bevestig deur Thembela (1982) wat van mening is dat in sommige van die sentrums geen maatreëls getref word om te voorkom dat leerlinge afskryf nie en dat sommige toesighouers leerlinge toelaat en selfs aanmoedig om af te skryf.

Vraelyste is aangewend onder drie ondersoekgroepe. Die vraelyste het bestaan uit gestruktureerde sowel as ongestruktureerde items met die oog op geldigheid en betroubaarheid.

Die ondersoekgroepe het bestaan uit 300 leerlinge, 90 onderwysers en 11 skoolhoofde. Die navorser het besluit op vraelyste omdat dit geriefliker en meer ekonomies is. Deur van 'n vraelys gebruik te maak kan 'n groot aantal respondente gedek word sonder dat daar te veel tyd en uitgawes van die navorser vereis word. Hoe meer respondente by die ondersoekgroep ingesluit is, hoe groter die geldigheid van die resultate. Elke respondent ontvang dieselfde stel vrae wat op dieselfde wyse bewoord is. Die data verkry van vraelyste is makliker vergelykbaar. Dit het ongeveer 1 uur geduur vir die leerlinge, onderwysers en skoolhoofde om die vraelys te voltooi. Die data is sonder meganiese hulp verwerk. Daar is hoofsaaklik van persentasies gebruik gemaak om die leerlinge, onderwysers en skoolhoofde se antwoorde te ontleed.

Die resultate het aangetoon dat wanpraktyke in standerd 10-eksamens veroorsaak word deur afwesigheid (van leerlinge sowel as onderwysers), gebrek aan onderrigtoerusting, laksheid aan die kant van sowel leerlinge as onderwysers, onvolledigheid van die sillabus, "wegbly-aksies", onderwysers wat besig is met buitemuurse studies, gebrek aan voorgeskrewe boeke en onderwysers wat nie toegewy is aan hulle werk nie.

Die volgende hipoteses is geformuleer:

1. "Wegbly-aksies", luiheid en onverantwoordelikheid het 'n ernstig nadelige uitwerking op onderrig en studie aan die skool. Dit lei op sy beurt weer daartoe dat gesteelde eksamenvraestelle 'n afsetgebied het.
2. Streng sekuriteitsmaatreëls in die Departement voorkom dat inligting uitlek.
3. As daar vermoed word dat wanpraktyke bedryf is, hou die Departement die uitslae terug.
4. Daar is sekere onverantwoordelike lede van die gemeenskap wat gesteelde eksamenvraestelle aan leerlinge verkoop.

Bogenoemde hipoteses is bevestig deur die ontleding en interpretasie van die data.

Die bevindings van hierdie ondersoek word aanbeveel vir verdere navorsing.

CHAPTER ONE

1.1 INTRODUCTION

The young child is dependent because he cannot do things on his own. The child needs assistance and security from the adults. The child learns from the adults. The baby girl imitates the mother, whereas the boy imitates the father. Duminy and van Zyl (1976: 5) maintain that education takes place in everyday life of man. There is informal education which takes place at home but it is not enough. Informal education may be termed functional education. It takes place where children and grown-ups live together.

Adults influence the children. The influence is spontaneous. Informal education has to be supplemented by formal education. Formal education is intentional. Duminy and van Zyl (1976:8) continue to say that formal education is part of the planned approach to influence children. The educand and educator want to achieve a certain goal. There is a certain amount of work which is to be completed by the pupil at school. If teaching and learning have been affected in formal education, pupils are not able to complete the work they are supposed to complete. An examination is used in formal education as a technique to test the pupils' progress and evaluation. When formal education has been disturbed, some pupils resort to examination malpractices in order to pass.

When teaching and learning have been affected at school, the people who suffer most are those who are writing an external examination. There are two types of formal examinations written at school, that is the internal and external examinations. According to Engelbrecht and Lubbe (1981: 66), internal examinations are those which are handled by the class teacher. The teacher sets and marks the paper himself. Engelbrecht and Lubbe (1981:67) further explain that external examinations are run by some public authority. These examinations are written at a specific time.

The pupils who write this examination must have covered the same syllabus. External examinations give the community the impression that the syllabus has been completed and pupils have been properly drilled on the work. External examinations force pupils and teachers to work extensively throughout the year and to cover all work prescribed in the syllabus. Teachers cover the prescribed syllabus as their duty and as a way of adequately preparing students for examinations.

The disadvantage of the external examination is that pupils may be examined on the work which was not done. Engelbrecht and Lubbe (1981:68) say that pupils may also be frustrated by the type of questions set, e.g. essays. Pupils may write incorrect answers because they do not understand questions. Pupils writing an external examination are usually tense. Usually teachers stress facts rather than the subject matter. There is competition between schools. Each school wants to do better than the other. As a result, educational aims are not achieved. Some students also develop wrong study methods, for example, memorization of facts. Some of them, it seems, involve themselves in examination malpractices in order to pass.

An external examination has a tendency to influence some pupils to cheat during the examination because they want to pass. They are interested in certificates and employment. They do not want to repeat standard ten. Pupils copy when effective teaching and learning have been affected. They copy because work has not been done. They shift the blame to the teacher. Teachers who are interested in good results may encourage pupils to copy. The abovementioned may also encourage pupils to copy in the examination room (Duminy and Steyn, 1983:181).

There are factors which hinder progress at school. When pupils are not happy with the school as an organization (buildings, equipment, teachers, pupils and parents) that is, if there is no adequate equipment, teachers do not go to class and the students' work is not marked, students solve the problem by not going to school. As they are not attending classes they are losing a lot of lessons and they are left behind. Other students who will be writing the same examinations are attending classes.

Pupils who write an examination should be serious with their work because the papers are set by the public authorities who will not consider the fact that some students stayed away from classes. Students may stay away from classes for two months but the pupils will expect to pass at the end of the year. Some students are very conscious of the examinations they write even if they did not study. As a result they copy because they are not prepared (Duminy and Steyn,1983:180).

Some students perhaps resort to buying stolen papers because they are desperate to go to universities. When they have not studied enough or when they are unsure of themselves, they think of short cut ways of passing the examination. Others go into the examination hall with prescribed books so that they can copy from them (Themabela,1982:1).

Some students absent themselves from school without any formal report. It becomes difficult for the pupil who absents himself from school to cope with the work done when he or she was absent. These pupils miss some aspects taught and cannot link them with material previously taught. According to Duminy and Themabela (1983:73) the teacher should assist the pupils to develop habits of regularity. The teachers should make the pupils understand the disadvantages of irregular attendance.

Pupils who absent themselves from school are also a problem because they also want to pass. Some of them cheat in order to pass.

Pupils who absent themselves from school also involve themselves in malpractices. They copy from those who are always present at school. If they fail to copy from others, they copy from the note books. Most of them depend on stolen papers. These pupils may also encounter problems in answering the papers because they do not know some of the work done. They ask other pupils to answer question papers for them (Themabela,1982:2).

Most of the teachers, because of "stay aways" and absenteeism, fail to cope with the demands of the syllabus. Webster's Third International Dictionary of the English Language Unabridged (1959:2315) defines "syllabus" as a compendium or summary or outline of a discourse, treatise course of study or examination requirement. Syllabuses have to be completed long before the examination commences. If the teacher has not completed the syllabus, it means that the pupils are not ready for the examination. It is impossible for the teachers to deliver six months work in two weeks. Pupils will not absorb the work. Instead they will be confused. Most of the pupils resort to copying if the syllabus has not been completed.

Examinations determine the level of performance of students. According to Kruger et al (1983:195) the aim of an examination is to determine the candidate's level of performance. The aim of the examination is to show the teacher whether his work is successful or not. If the pupil copies, it is obvious that it is not his or her performance.

The teacher should evaluate pupils every now and then so that they can get used to testing. When evaluating, the teacher should make it a point that pupils are not cheating. Some pupils get used to cheating and it becomes a habit. If the pupils cheat, it is difficult to know their performance.

When serious teaching and learning have been affected, pupils are very wild. They do not want to listen to the teachers. They claim to pass when they know they have not studied. They blame the teachers saying that they were not taught. That is why they resort to copying.

1.2 DEFINITION OF TERMS

1.2.1 Examination

The Concise Oxford Dictionary of Current English (1972:420) defines "examination" as the testing of knowledge or ability of pupils or candidates by questions oral or written.

Webster's Third New International Dictionary of English Language Unabridged (1959:790) defines "examination" as an exercise or a series of exercises designed to examine progress or test qualification.

A test is given to a candidate for a certificate or a position and is concerned typically with problems to be solved, skills to be demonstrated or tasks to be performed. An oral or written test is given by a teacher to a class or an individual student to determine the amount and quality of learning over a period of time. If students cheat, then the results will not determine the real performance.

There are two types of examinations found in schools, that is, external and internal examinations. Duminy and Söhnge (1986:146) are of the opinion that school examinations may be internal or external in schools. Furthermore, internal examinations are those which are set by the teacher and he himself marks for his class.

At times pupils may be examined by external examiners or inspectors of schools rather than by the class teacher. In external examinations, pupils are given numbers. The examiner will not know whose script he is marking because the name is not written. Malpractices may be found with both of these examinations.

Examinations are a means of selecting pupils according to their abilities. Duminy and Söhnge (1986:113) continue to say that school examinations may be used to select pupils. Pupils can be divided into different classes or schools or guided to right careers through examinations. Pupils who are writing an examination are motivated to revise their work and they see the work in a broader logical context. Effective evaluation is very useful to parents and employees because they want to know the pupils' performance. If pupils pass through copying, the grouping of pupils will not be effective because some pupils will be grouped with the intelligent pupils when they had passed through copying.

1.2.2 Malpractice

The Concise Oxford Dictionary of Current English (1972:738) defines "malpractice" as an illegal action for one's own benefit while in a position of trust.

Webster's Third New International Dictionary of English Language Unabridged (1959:368) defines "malpractice" as

"A dereliction from professional duty whether intentional, criminal or merely negligent by one rendering professional service that result in injury loss or damage to the recipient of those services or to those entitled to rely upon them or that affects the public's interests adversely."

Examination malpractices may be described as the buying of stolen papers by some students in order to pass examinations. Examination papers are sold by some people to students. It may also be the copying by some students in the examination hall. They perhaps copy from books, small pieces of paper, bring in ready answers written at home or they copy from one another. Some invigilators seem to be lenient because they allow students to copy. Some teachers, perhaps those who did not complete the syllabus dictate answers to students (Dhlomo,1982).

1.2.3 Invigilator

According to the Oxford English Dictionary (1978:460) an "invigilator" is one who watches over students at examinations. The invigilator sees to it that students do not copy in the examination room. The invigilator asks for identity from students writing external examinations. The invigilator informs students about examination rules so that whatever they do does not put them in trouble. He distributes question papers to the candidates. The invigilator is responsible for whatever irregularity is found during the examination.

1.2.4 Syllabus

"A syllabus is a statement of the contents of a subject which is proposed to be studied. It is also a statement of the order in which it is proposed to study those contents. As such, it has to satisfy two kinds of desiderata. The first is the limited but gradually maturing abilities of pupils."

(Nxumalo cites Burston, 1972:118)

The syllabus should consider the abilities of different pupils. It must be compiled according to their developmental stages. Schools have to implement syllabuses.

If syllabuses are compiled according to pupil's developmental stages then pupils will understand the work and they will not copy during the examinations. The syllabus must be completed to avoid examination malpractices.

1.2.5 SOCIOPEDAGOGICS

Sociopedagogics is a scientific study of education, i.e. education is the subject study of pedagogics. Pedagogics can be viewed from various angles, i.e. Didactics, History, Philosophy and Sociopedagogics. The term sociopedagogics is derived from two concepts, viz. socio and pedagogics. Socio is derived from an Indo-german word from which in turn the Latin sociare means simultaneous or together. Socio is used to describe a partner. Pedagogics originated from Greek Pais which means a child. Nxumalo (1987) maintains that sociopedagogics is a scientificable based part discipline which takes into account the sociality of man. The child is socialised in many institutions, e.g. family, where the family is responsible for education, peer group, where children teach each other by doing, community, where the child learns from everybody in the society. At school the child learns a lot from the peer group. The child may be influenced by other peers to involve himself in examination malpractices in order to pass.

-3-

Sociopedagogics is a component of education which focuses on the relationship between society and education. The approach to sociopedagogics is that where society has models of what has sustained nations and cultures educationally over centuries, younger and new members of society also bring fresh knowledge to society. Society can improve its educational content and strategies of socialising its members progressively.

The aim of the course is to assist students to reflect on the sociopedagogical implications of homes, schools and churches. Different ways of eliminating examination malpractices could be suggested by students of sociopedagogics.

It is common knowledge that in order for man to be human he must socialize the instrumentality of human company, thus the students of sociopedagogics must address themselves to the burning issues of the day in so far as education is concerned, e.g. examination malpractices. Students may research and find out what the causes of examination malpractices are because it affects the community (Ndaba, 1983).

This part perspective refers to the study of totality of social relationships, i.e systems and organizations. To be with others is the primordial way of being human. The child can be humanised by being in contact with other people. Because the child is a learning being he is becoming more and more human. Sociopedagogics views the child from the social dimension angle (Ndaba, 1983).

The point of departure of sociopedagogics is that the child is an integral part of the society, e.g. when the child is educated he comes back to the society and he or she must share what he has with the society. Nxumalo (1987) is of the opinion that sociopedagogics is a scientific discipline that concerns itself with the study of the individual in the context of his society as he reveals himself in a pedagogical situation. This implies that the child must be educated for the benefit of the society. The adult who guides the child must know the needs of the community,

e.g. the teacher who does not know the norms of the society will teach the children wrong things and they will be unbalanced in the world. Preferably the child must be taught by the person of the same culture. The teacher may also address students about examination malpractices to prevent the lowering of Black education standards.

This discipline is concerned with the relationship of the child and the adult in a pedagogical situation. The adult is a model. The child is guided by the adult to adulthood. The adult passes the norms of the society to the child. When dealing with sociopedagogics the culture of the society will not be left out because each and every society has its own culture. Culture is the norms, beliefs and values of the society. It is the duty of the adult as an experienced person to tell children about the disadvantages of examination malpractices so that the value of the education of the community cannot be looked down upon by other societies.

1.3 STATEMENT OF THE PROBLEM

Some students do not do their work but hope to pass an examination by relying on stolen examination papers. Students who pass in this way have difficulty making a success when they have been promoted to the next class. Some of them fail to cope with tertiary education. The stolen examination papers do not arm Black children with knowledge which is vital in any profession or type of job.

The students who absent themselves rely on stolen examination papers. They want to pass through cheating. According to Berg and Hersov (1980:25) the question of enforcing compulsory attendance at school has become an important educational issue for a century. Some of the pupils absent themselves from school and hope to cope with the work done. These students retard the progress of the whole class because the teacher has to repeat the work done.

Some pupils absent themselves because they have no bus-fare. Some parents are poor and cannot afford to give their children bus fare. It is natural to assume that the attainment of those children who are frequently absent is as a result, lower than their regularly attending peers. Even if the pupil has been absenting himself from school he expects to pass at the end of the year.

Some of the schools at Umlazi do not have the facilities needed for effective teaching and learning. There are no teaching aids in the school. According to Duminy and Thembela (1983:15) the use of teaching aids helps to make learning meaningful and there is also much possibility of intelligent application. The examples of teaching aids are charts, pictures, flash cards and models.

If teaching is ineffective because of lack of teaching aids pupils may resort to cheating when it is examination time.

In some schools at Umlazi it seems there are no laboratories. Teachers teach science subjects without making use of the laboratory. Experiments are not conducted. Students are taught theory. They do not practice it. They do not know the apparatus because there is no laboratory, that is why they copy in order to pass.

Some of the schools at Umlazi do not have libraries. Standard ten students cannot find additional information themselves from the library. They rely on prescribed books. Some of them cannot research in the library.

At Umlazi some schools are not well equipped which leads to teaching and learning not being effective. This leads to students involving themselves in malpractices because they are not well taught without the teaching equipment, e.g. teaching aids, laboratories and the library. They perhaps claim to copy and shift the whole blame to the teachers. Some pupils seem to say that they would manage if the school was well equipped.

The Department withholds results if malpractices are suspected. The Natal Witness (1987) reported that the Department withheld the matric results. It is said that the pupils received assistance with their Biology examination and thus the results were withheld for all subjects. Students had to prove their innocence. Failing this, they said all results would be declared null and void. The abovementioned pupils may have asked for help because teaching and learning was not effective because of lack of equipment. They thought that the best way of passing was through copying.

The qualifications of teachers also play an important role in teaching. Pupils trust qualified teachers. They listen to whatever they say. When they are taught by unqualified teachers they are not impressed. They say that they want to be taught by qualified teachers. They look down upon unqualified teachers. They question the authorities as to what they are expected to know if they are taught by unqualified teachers. They are convinced that the unqualified teacher does not know the subject matter and so in order to pass they copy. Some students may claim to copy if they are taught by unqualified teachers because they are not satisfied with their teaching. Some students seem not to have trust in unqualified teachers, so in order to pass they copy.

Extramural studies by some of the teachers seem to contribute to the examination malpractices. Some teachers do not teach but it looks as if they concentrate on their studies. We know that a teacher is always a student. The teacher has to learn about new developments. Pupils should not lose or suffer because the teacher is studying. Teachers are upgrading themselves through distance education. They have to write assignments and they use school hours. Thembela (1982:2) states that to cover up at the end of the year, some teachers encourage pupils to buy stolen examination papers. The teachers are perhaps interested in good results.

Teachers use different types of methods when teaching students of different abilities. Devine (1981:4) maintains that the teacher can use different methods when teaching students of different intelligence.

Devine quotes Anastasi (1958) who is of the opinion that academic talent is inherited or somehow distributed in different amounts to different students. Pupils differ in their intelligence. The teacher should be patient with the different pupils with different intelligence. They should try and help them to eliminate malpractices.

The invigilator is the one who watches over students at examinations. According to Duminy and Steyn (1983:166) the invigilator has to be punctual. The invigilator has to give each pupil his answer sheet. Some of the invigilators are lenient. They want to be loved by the students. Irresponsible invigilators allow students to copy. Pupils are free to do whatever they like in their presence. These invigilators involve themselves in lowering the standards of Black education. They think they are helping the pupils. Thembela (1982:1) is of the opinion that copying is not prevented in some centres. Some invigilators allow and encourage pupils to copy.

Some students, when writing an external examination are very rude. They do not want to listen to the teachers. They do things on their own. They instruct teachers to do what they like. If teachers are too strict they threaten to burn their cars and houses.

Parents also play a role in the education of the child. The child who lives with both parents who are sympathetic and understanding, performs well at school. The parent should encourage the child. If the child does not live with his parents he may be affected. Pupils who live with one parent experience problems because they miss the love of the other parent. In order to cope with the examination they cheat.

The pupil should be given time to study to avoid examination malpractices. The type of light the child uses when studying shows the parent's concern about his education. The pupil needs a quiet place in order to study. Some parents do not care about their child's progress at school.

Parents of some students are ignorant about what is expected of the school. Chapman (1966:110) says that some parents object to changes but the task of the school is to let parents understand what the school intends to do. Some parents are also involved in the game of lowering the standards of Black education. Such parents give their children money to buy stolen examination papers. Some parents do this innocently. It is the school which can help parents to stop this.

Some of the parents do this with the hope that they are helping their children. Parents do not complain audibly about the habit of some students that buy examination papers. Instead parents protest when their children are expected to rewrite examinations when malpractices are suspected. Pretoria withholds results if pupils are suspected of malpractices.

This reminds me of a certain parent who bought his child all the papers and all were answered by people who know the subjects and the child had to submit just the answer sheets. The boy got A's in all the subjects and the father was boasting around saying that the boy was very clever. He applied at the university for the boy and he was accepted. The university too was excited to have such a boy. He enrolled for a science degree but did not pass even one course. The following year he enrolled for a BA degree but did not pass even one course at the end of the year. From the university he applied at a Technikon and the Technikon was surprised to have a boy with such results in Maths and Physics. He failed the first test in which he got a very low mark when it was very simple. He was expelled from the Technikon and he is roaming around, and cannot find a job. The parent is very sorry about this because he is the cause.

Each student must register before the external examination is written. Kruger et al (1983:233) are of the opinion that candidates for an external examination should register to write the examination at an examination centre of their choice. Private candidates write at the same time with the full time candidates. They often register for subjects even though they do not attend any tuition.

Hence it becomes a problem for them to write at the end of the year without tuition. They thus resort to short cut ways to pass the examination.

They are workers and can afford buying papers. As they do not have any tuition they ask full-time students to answer question papers for them.

In examination centres for private candidates you find young children writing for adults. They give students money so that they can write for them. When writing, the private candidates bring their identity books with them. It is often found that a boy writes for an old woman. At times some candidates are disqualified. It is difficult to disqualify a candidate if a female is writing for a female. Full-time candidates get papers from the private candidates because they are the same. Some pupils get papers because they are given the chance to answer them by private candidates.

Some students copy from the books. They copy the books as they are. Others copy from small pieces of paper and others discuss the paper. They write one and the same answers which makes it clear to the examiner that they copied. This leads to results being withheld. Some go into the examination room with ready answers.

Some do not study extensively throughout the year but they become very serious when examinations are written. Carman and Adams (1972:200) stress that memorising for an examination means studying a lot of work in one block of time. Memorizing is not good because it results in lower grades and it is unhealthy. Learning a lot of material quickly leads to the material being forgotten quickly. If you memorize for a series of examinations you destroy your performance.

Memorizing is fatiguing compared to day to day studying. Pupils relax at the beginning of the year because they are hoping for leaked papers.

Some examination papers are sold before they are written. The Natal Witness (1986) reported that copies of the Department of Education and Training Afrikaans examination papers were freely available five hours before the examination was due to start. The Natal Witness also had in its possession the Biology paper for private candidates which was still to be written. English, Maths and History papers were sold in townships for R10 - R50.

In another incident the manager of a local printing firm informed the Natal Witness that a young male "teacher" had asked him to duplicate two matric papers.

Townships are the first places to have these papers because some of the students do not study but rely on stolen papers. They influence each other to buy papers. They study in groups. They contribute a certain amount of money for the paper. Some pupils write having seen all the papers to be written.

If malpractices are suspected, the Department withholds results. Pupils write the same answers even if they are wrong. This is because they work together. Some pupils forget pieces of paper from which they copied in the answer sheets. Pupils who did not have prior access to the papers also suffer. Thembela (1982:2) maintains that sometimes marks are deducted from all the students including both the innocent and guilty ones.

The Department punishes pupils if irregularities are discovered. The Daily News reported (1984) that 300 pupils who wrote their matriculation examination in 1983 were severely punished because of irregularities which were discovered during the marking of examination papers. When pupils cheat they forget about the examiner who will be marking. The examiner will be aware that pupils cheated. The government withheld results and marks were deducted from each student.

Pupils only think of getting a certificate and forget about anything else.

Leakages take place when the papers are delivered from Pretoria to various circuits due to the way they are delivered. The Natal Witness (1987) reported that a number of matric students who wrote the matric exam in 1986 received letters from the Department of Education and Training in 1987 notifying them that the results achieved were suspect or reported to have been involved in irregularities during the writing of certain subjects like Maths and Afrikaans. Many students had to rewrite the examination not knowing whether they passed or not. Some got statements of results with the word "absent" written opposite some of the subjects. For years African matric students have been getting genuine questions contained in leaked exam papers. How do these questions leak? Needless to say, somewhere on the way to schools exam papers leak and it is certainly not from the students but possibly from D.E.T offices or from the company which the D.E.T employs to transport examination papers to circuit offices or from the circuit offices themselves. D.E.T deserves criticism for not doing enough to ensure that papers do not leak.

Leakages are also found in the principals' offices. By the time they arrive at the examination room they are opened. There are schools that are known for that practice. They open papers yearly. Some students seek admission at those schools because of that (Natal Witness, 1986).

There is tight security in the storing of examination papers in Pretoria. Kruger et al (1983:233) maintain that papers are handled with utmost confidentiality. They are printed and packed under strict supervision. Examination officers and principals receive them sealed in their centres. The sealed envelopes must be opened in the presence of candidates and invigilators only minutes before the examination commences.

It is alleged that leakages usually start in the Department offices in Pretoria. The Department does not seem to succeed in providing proper storage of question papers. The sorting, checking and parcelling of question papers seem to need strict supervision in Pretoria (Mtshali, 1983).

Some officials in the examination offices are tempted to steal question papers. The Daily News (1981) reported that a white man pleaded guilty to making nine copies of three examination papers and selling them. The lean grey-haired man who dealt with the distribution, packing and photostating examination papers told the court that he was "very sorry" he had stolen them. He said that he had financial problems and was tempted to make copies after a Black man who also worked in the Department had told him several times that he could sell examination papers. He received R20 for the nine copies and would get more when they had been sold.

1.4 BACKGROUND OF THE STUDY

Most of us have read from newspapers or heard from the radio and television about examination malpractices. There seem to be a high rate of examination malpractices.

Some of the teachers are not serious with their work and as a result they do not teach during their teaching periods.

Ndlovu (1983) is of the opinion that class teachers or subject masters do not go to their lessons because they are in the staff room or not at the school. There is no work in the students' exercise books. Even when the teacher is present he does not do his best when teaching the students. They may have a problem with the subject they teach. The teacher may not have confidence in the subject he teaches. The teacher develops a low self-esteem in the subject he does not like. Some teachers do not want to teach a subject that they do not like. Students become aware of this and take teachers for granted. When it is examination time the pupils resort to stolen papers.

Some of the teachers perhaps encourage students to involve themselves in examination malpractices by allowing students to copy or dictate answers to them.

Dhlomo (1982) maintains that the teacher is blamed because one cannot understand why most of the scripts in 1981 were identical even where such answers were wrong. This did not only apply to the one word answers but also with the essay type question. It appeared as if someone had been dictating the answers to the students. A high percentage of students who wrote such examination papers passed with high marks. Most of the schools' results were withheld. It was suspected that they had copied from one another or somebody dictated answers. The parents committee went to Pretoria to ask for results.

Some parents were under the impression that students could write one and the same answer if they were taught by the same person. Some teachers give students notes that can also lead to students writing the same answers.

Extramural activities waste a lot of time if not well planned. According to Kunene (1983) a lot of teaching time is wasted by the teachers spending too much time on extramural activities like sports and music competitions. You find teachers using subject periods for sports and music.

When athletics or music competitions are around the corner, students do not attend classes for the whole week. Even the pupils who do not participate in sports will suffer. Some students are found in townships during school hours. They absent themselves from school purposely. They lose a lot of classes and it becomes a problem to cope with the work. These are the pupils who encounter problems during the examinations and they resort to copying.

Examination malpractices lower the standard of Black education. Dhlomo (1982) maintains that Black education in South Africa is already the poorest in terms of quality and to encourage such a situation even the few matriculants that are produced will be doubted by the industrial world. The matriculant is not able to express himself in English. They encounter problems when they enrol for university education. They have a problem with understanding the prescribed books.

They fail to understand questions asked in tests. They answer what is not asked. In universities where the semester system is used they do not come back for the second semester because they have failed. They fail because they passed through copying. They find it difficult to work on their own. They cannot cope with university education because it involves originality and critical thinking.

Townships are the first places where examination question papers are sold. The Natal Mercury (1986) reported that the Department of Education and Training investigated the claims by pupils and teachers that the matric papers were on sale in townships. In spite of denials of leaks in the Departments pupils and teachers insisted that Maths and English papers were available before the examination was written. The Department has been accused of incompetence by parents, students and teachers following allegations of matric leaks.

If malpractices are suspected, pupils rewrite examinations. The Daily News (1983) reported that 17 000 matric pupils had to rewrite Maths paper 2. The Department had established it was leaked. The Secretary of Education welcomed the idea of all schools rewriting the paper instead of certain schools as had been the case before.

When examination malpractices have been discovered, some of the students protest when they have to rewrite examinations. The Daily News (1982) reported that a crowd of 500 people led by angry matriculant pupils stoned the school and there were threats to burn the shop of the KwaZulu Legislative Assembly member who urged the pupils to rewrite. The shop was burnt because he led the parents and members of Inkatha against the matric protesters. Four principals' offices were set on fire. Demonstrators were protesting against the Department's ruling that 6 000 pupils had to rewrite matric subjects because of the leak of examination papers the previous year. Special buses were arranged to take pupils from examination centres because intimidation of pupils who wrote the exams were feared.

Police and parents guarded the schools where exams were written. The police had to protect the pupils who were writing from a crowd of 500 pupils. Between 150 - 200 pupils were scheduled to rewrite.

Results of innocent students are withheld too when malpractices are suspected and every student has to re-write the examination.

Mathonsi (1988:38) says that the results of a number of schools were withheld because of leakage and pupils had to rewrite two or three subjects.

8000 pupils had to be re-examined (many of them had passed the final examination in 450 centres). The Department, invigilators and inspectors did not suggest that the pupils did not obey regulations governing the writing of examinations set by the Department. In the Supreme Court of South Africa the Department of Education and Training said that it was aware of the leakage long before. It was surprising however that the pupils were allowed to write in spite of this.

Mathonsi (1988:38) continues to say that most of the pupils did not get the message telling them about the re-examinations because they were on vacation. Some of them got the message very late. Letters were written to principals of the schools which were affected. The abovementioned reasons prevented pupils from writing. The Department issued a statement that those who did not write the re-examination would fail even if they had passed the first examination.

The re-examination and withholding of results is one of the ways the Department uses to manipulate the African results. In 1983 Mxenge Company challenged the Department authorities' decision in the Supreme Court. The Department could not prove that there had been leakages of examination papers. The Department had to release the results and certificates (Mathonsi, 1988:38).

Mathonsi (1988:39) continues to say that many students have been victimised by the government authorities' decision because they did not have money to pay the lawyers. There are still many more who are going to suffer..

The Daily News (1982) reported that the Director General of the Department said that not all the examination leaks of Black matriculation question papers occurred at the head office of the Department in Pretoria. The Director General pointed out that the leakage at the head office of the Department involved only one of the three English papers and one of the Afrikaans papers, that is two papers in all. The six papers which were to be rewritten were leaked somewhere else, he said. The authority said that the examination leaks originated from the Department in Pretoria and nothing was done about the matter when there was still time to act.

1.5 HYPOTHESES

The researcher formulated hypotheses after reviewing literature which dealt with the researched problem. Hypotheses are formulated to guide the research method. According to Dreyer (1983:50)

"Hypotheses are projections of the possible outcomes of the research and are not biased pre-statements of conclusions. They present a framework for the analysis of the problem in relation to the plan of attack and indicate how the projected research must be led to one another set of conclusions."

The following hypotheses were formulated:

- 1 Stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers.
2. Tight security in the Department prevents leakage.

3. If malpractices are suspected the Department withholds results.
4. Some irresponsible members of the community sell stolen examination papers to pupils.

1.6 THE AIM OF THE STUDY

The aim of the study is to investigate the causes of standard ten examination malpractices. It aims at achieving the following:

- 1.6.1 To find out whether teachers are really serious with their work. For example to check:
 - (i) whether they complete the syllabus before the examinations commence;
 - (ii) if there is a teacher-pupil relationship at school;
 - (iii) if pupils are given a chance to voice out their own views about the school;
 - (iv) whether teachers concentrate on the pupils' work to avoid examination malpractices.
- 1.6.2 To find out whether parents are included in committees like parent-teacher associations so that they can understand the aims of education and also be part of the school in everything that is done at school to eliminate examination malpractices.
- 1.6.3 To find out whether the community does play a role in the education of the pupils so that they will know the aims of education and to help eliminate irregularities during the examination.
- 1.6.4 To ascertain whether the schools are well equipped for effective teaching, for example if there are libraries, laboratories and teaching aids so that there will be less cheating during the examinations.

- 1.6.5 To elucidate the fact that pupils who pass through stolen examination papers fail to cope with tertiary education.
- 1.6.6 To make students wary of the bad effects of stayaways which may lead them to buy stolen examination papers.
- 1.6.7 To determine the fact that when serious teaching and learning have been affected, pupils resort to the buying of examination papers in order to pass.
- 1.6.8 To find out whether teachers and parents do discourage standard ten pupils about examination malpractices because they do not arm Black children with knowledge which is vital.

1.7 METHODOLOGY

This part deals with the way in which data was collected. Data which is collected is derived from two sources, viz:

SECONDARY SOURCES

An intensive study of the existing literature from published books, newspapers, addresses, public speeches and any other published matter which has information on examination malpractices was made.

PRIMARY SOURCES

Data was acquired through questionnaires. Questionnaires were sent to different schools. There were questionnaires which had to be completed by students, teachers and principals.

Methodology will be dealt with in detail in Chapter Four.

1.8 AN ANNOUNCEMENT OF THE CHAPTERS OF THE STUDY

In chapter 1 the problem is stated, the terms are defined, the aims of the study are given, the hypotheses are formulated, the background of the study is introduced and methods used are described. The ensuing chapters are announced.

In chapter 2 the review of previous work done in the field of examination malpractices was extensively done. Literature review serves as a point of departure from which the problem is tackled.

Chapter 3 takes a look at the Black community in the leakage of examination question papers. This lets us know how the community contributes to examination malpractices.

Chapter 4 comprises the empirical investigation. This chapter deals with instruments which were used in the collection of data (e.g. questionnaires).

Chapter 5 gives an analysis of the data collected. Data is also interpreted.

Chapter 6 summarises the whole study. It gives the summary, conclusion and recommendations for further study.

1.9 CONCLUSION

Some of the students do not do their work but hope to pass an examination relying on stolen examination papers. Pupils who pass through cheating have difficulty making a success when they have been promoted to the next class.

Some parents involve themselves in lowering the standard of Black education by buying their children examination papers.

Parents are not happy when their children have to re-write an examination.

Private candidates give full-time students papers to answer for them. There are some invigilators who allow students to copy. They want to be loved by students.

Pupils get into the examination rooms with books from which they copy. Others copy from small pieces of paper.

In chapter 2 the researcher reviews literature on the topic which is researched.

CHAPTER TWO

CONCEPTUAL BACKGROUND AND REVIEW OF LITERATURE

THE IMPORTANCE OF EXAMINATIONS IN SCHOOLS

2.1 INTRODUCTION

Examinations are written in order to determine entrance or promotion to the next class. All education systems use some form of testing or measurement. Dreyer (1973:26) supports this by saying that in most education systems the traditional examination plays an important role. It is the chief criterion on which a student is judged as having "passed" or "failed" in his year's work. Examination malpractices are usually found with written examinations because pupils copy from different types of material, e.g. books, papers etc.

Behr (1971:111) is of the opinion that assessment of pupils is an integral part of any education system. The pupil is subjected to both formal examination and informal appraisal throughout his school life. Beard (1980:65) maintains that assessment is motivating in some ways. All students wish to achieve a goal that is a qualification and they are willing to work for it in any way that is expected of them. This is the reason why some students involve themselves in examination malpractices, when they see that they are not prepared, they copy.

An education system which does not consider testing or measurement is failing in its duty. Parents, teachers and pupils want to be aware of the pupils' achievement at school. They want to know whether the child passes or fails. Some people think of examinations as artificial but it is the only way of knowing whether the pupil performs badly or achieves well.

This can only be proved if the child passes through his or her own efforts. Malpractices can give a very wrong picture of the student's performance.

Each and every student who sits for the examination expects to pass. Educamus (1979:2) expresses an opinion that there are very few happenings in the life-time of a person which give so much satisfaction as passing the examination. An excellent step towards choosing one's future has thus been well concluded and with renewed inspiration, the next procedure may be taken, which will lead to the achievement of one's ultimate goal.

Examination results are not only of importance to the person who has passed and got a certificate. Examination results published by an education department must serve as a mirror in which the educational activities are reflected. Montgomery (1978:9) maintains that public examinations serve purposes which are useful to the school and teachers. If public examinations were removed, teachers would be in a position to seek alternative methods of assessing their pupils. When results are out, everybody has to judge them according to his own standards. If malpractices are reported, the industrial world will not have trust in Black matriculants.

The moment students involve themselves in examination malpractices, the meaning of measurement is lost. Dreyer (1973: 127) stresses that measurement means to quantify something. It is concerned with the administration and scoring of examinations. An examination is used as a means of evaluating student's status and progress. Evaluation is a comprehensive term, it is more inclusive than the term known as measurement. For evaluation to be effective, it should be based on measurement of some sort. Copying should be avoided for best results.

The pupil must be proud of the knowledge he gains at school because it is his own efforts. Duminy and Steyn (1983:162) are of the opinion that measurement and evaluation are not only giving pupils tests and examinations or interpreting results but it involves all the information which helps the teacher understand the pupil and the pupil understand himself better. The child must benefit a lot from the school. Information found at school must be useful to the child. The child need not pass examinations through irregularities, e.g. buying of leaked papers.

Some people confuse the meaning of measurement and evaluation. Duminy and Söhnge (1986:113) say that some people take measurement and evaluation to mean one and the same thing. In fact, measurement and evaluation complement each other. If we look at these words with a critical eye, we find the difference. Duminy and Söhnge (1986:113) continue to say that measurement has to do with the collection of data or information and refers to the use of tests and examinations in measuring the changes brought about by education. If students involve themselves in examination malpractices, the value of examinations is lost, which means that there are no changes brought about by education. Duminy and Steyn (1983:163) define evaluation as the information gathered by measurement which is analysed and interpreted to find out how successful teaching was. Evaluation also includes characteristics such as interests, attitudes and habits. The teacher is able to judge and assess the pupil because he is in close contact with him in the classroom everyday. If students cheat, the teacher will not be successful in his evaluation.

Examinations should help students to achieve their goals. According to Valentine (1933:15) some people believe that examination has a harmful influence on the work of schools. It is suggested that the examining bodies should try to adapt content to needs of the pupils at different levels.

The people who are capable of doing this are the people with whom the pupils are always in contact with. Some pupils fail the examination because they are nervous. They forget what they studied. These are the pupils who rely on stolen examination papers in order to pass.

2.2 VALUE OF EXAMINATIONS

The student is tested in order to proceed to the next class. Kruger et al (1983:194) say that a test is a means or a medium used in an examination. Testing and examination differ. The only difference is that examining is more formal and occurs more frequently than testing. In examinations you find different types of tests, e.g. short question tests, essay tests, objective tests or a combination of these types. A test is an instrument which determines things quantitatively. Testing and examining are procedures used to express results quantitatively. We also observe this in our education systems that tests are written now and again but examinations are written after every term. Behr (1971:111) supports this by saying that formal examinations are held periodically and are either internal or external. Examinations are very formal because you find that pupils do not write in their own class but change venues to where it is more suitable for the examination. For the examination, there is strict supervision by the invigilators. The invigilators make it a point that students do not copy from the books or from each other. They are strict because if they allow students to copy, they would be destroying the students' future. With a test, the subject teacher watches the pupils write. After writing an examination, pupils get reports which are sent to the parents.

Examination results are the reflection of the teacher's work. Duminy and Söhnge (1986:113) stress that examination results help the teacher to know whether his teaching has been successful or not. Results also help the teacher to know whether the aims of teaching have been fulfilled.

When pupils are evaluated by the schools, they know how successful they are. If pupils pass through irregularities the teacher will be deceived by the pupils' performance. Duminy and Söhnge (1986: 113) are of the opinion that the results of examinations show the teacher whether his work is successful.

Beard (1980: 67) states that if a course and its assessment have not been carefully planned, motivation from the assessment system may be at a variance with that which teachers intend. The teacher will be disappointed with students who seem motivated solely to work for examinations.

Examinations are used to assess students in the achievement of their goals. According to Behr (1971: 115) examinations serve as incentives towards a goal to the pupil. To the teacher they serve as a means of feeding back information concerning the effectiveness of his teaching. To the society, examinations furnish a guarantee of competence to perform the tasks demanded by the occupations they take up. Students should not involve themselves in examination malpractices so that the society can be proud of the students who pass. They will have confidence in the students who pass through their efforts.

When students have passed examinations they are promoted to the next class. Beard (1980:65) says that examinations determine which students qualify to proceed to further courses or to be awarded degrees which give entry to a variety of professions and other intellectually demanding occupations. A student who passes through cheating will not be competent in his or her occupation because he or she does not know his work. This is one of the disadvantages of cheating.

When students are examined they get to know their performance. Dreyer (1973:29) is of the opinion that examining facilitates self-understanding and progress of themselves as individuals and as

members of groups. Examinations are of value to parents and employers. Each and every parent wants to know how his or her child performs at school. Employers want a statement of results or an academic record if they have to employ a person. A child with good results stand a better chance of being employed. Students with good results get better-paying jobs with outstanding benefits. Good results should be the student's effort because if it is through copying it will be proved by the vocational world. The child will be incompetent in his work. Well-paying jobs may be one of the reasons why students copy in order to pass.

Examinations also serve to show how successful the child is in his school work. After the examination the student will know the gaps, difficulties and shortcomings which can be corrected. The pupils will then know where to put more effort into their school work. The pupil who passes will be encouraged to work harder and the child who failed will pull up his socks. The one who fails may be tempted to copy in order to pass the next examination.

Students are grouped according to their abilities after the examination. Duminy and Söhnge (1986:113) say that examinations are used mostly for selection purposes. It is easier for the teacher to group his class with the help of examination results. Pupils can be divided into different classes or guided into suitable careers with the use of proper examinations. The teacher can also help students discover where they belong in the occupational world. If the student passes well through examination malpractices, he is grouped with intelligent pupils and he becomes frustrated because he does not fit in that particular class. Since he is left behind he finds himself involved in irregularities in order to cope with the demands of the particular class.

The teacher tries to use methods which he thinks are suitable for a particular group. The teacher considers the child as an individual. The principle of individualization demands that the parts, the differences or the unique features be given attention. It also demands that each child is unique and attention should be given to the uniqueness and individuality of the child. This leads to the fact that teachers should be trained to become specialists in particular fields. Relevant methods help the teacher in his teaching. All students will understand and there will be less problems in tests and examinations. Examination results let the teacher know whether he has been successful with his new methods.

Even if the teacher gives special attention to each and every pupil it may not work with some pupils because they may be in that class through cheating. They are not supposed to be in that particular class. They lack the background of the previous classes because of cheating.

Through examinations the candidate's level of achievement is determined. Examinations help pupils to revise their work every now and then. Pupils are also motivated to love their work. Each and every pupil wants to pass an examination because they know that they will be promoted to the next class. Some pupils work hard to pass because they do not want to disappoint their parents and teachers. Failing an examination means repeating a whole year or the pupil will be grouped with poor-achieving students. Failing an examination discourages a child and he develops a low self-esteem. To avoid low self-esteem, some pupils resort to examination malpractices in order to pass.

Some pupils pass the examination because they were favoured by the question paper, which means that they were fortunate to know all the questions asked. Valentine (1933:18) is of the opinion that some people feel that the "element of luck" in the type of questions has too much weight.

This means that passing an examination depends on the type of questions the pupil finds in the examination. The student favoured by the paper passes. This is a factor which can be supported by the pupil who has failed. This pupil would be justifying himself in failing. The fully prepared candidate who has revised all the prescribed work does not consider the aspect of luck. The element of luck cannot be disregarded because teachers know of cases where a weak pupil is pulled over the border because revision immediately before examination was a lucky choice.

Some of the students seem to copy in the examination hall just because they justify the fact that examination has an element of luck. They think they are lucky to copy and pass.

Examinations motivate students more than having a negative effect. Most of the pupils plan for the future. They want to achieve their goals in record time. They have no time to waste. Some pupils involve themselves in buying stolen papers because they have goals to achieve so they cannot afford to repeat some classes. They copy to pull themselves through (Valentine, 1933:18).

2.2.1 External examinations

School examinations may be external, which means that pupils are tested at certain transition stages in their school work by external examiners.

According to Duminy (1980:152) external examination is when the pupils are tested in their school careers by external examiners such as inspectors or by means of written external examination papers drawn up by examiners other than the class teacher. Pupils are just numbers in these examinations. It is difficult for the markers to know whose paper they are marking because there is no name on the script.

A student writing an external examination gets a certificate which enables the student to get a job. This is the reason why some students copy in the examination in order to pass. Some students may be interested in certificates.

External examinations are written at the end of standard eight and standard ten years. Rules may differ as we may find that in some education departments, pupils only write at the end of their standard ten year. Usually each department compiles its own papers for external examinations. Some education departments allow students to write external examinations set by the Department of National Education or the examination papers by the Joint Matriculation Board. Question papers and memoranda for each and every subject are compiled by subject specialists. Each paper has a moderator who sees to it that the paper is of a high standard. Papers are sent to subject committees for approval.

Papers written by external candidates are of a high standard so teachers teach students work of a high standard to avoid temptations of copying.

Tight security is of utmost importance in the storing of examination question papers to avoid leakages.

Kruger et al (1983:233) say that examination papers are handled with confidentiality. There is strict supervision when papers are printed and packed. The principals of schools receive them sealed. The sealed envelopes are supposed to be opened on the date and time the paper is to be written. This is done to make sure that there are no leakages.

External examination candidates have to choose the examination centre in which they want to write. Students have to register before the closing date.

There are rules governing the external examination. External examination candidates have to abide by the rules. After registration, the candidates receive time tables and examination numbers. Each candidate has to write the examination number on the answer book and not his name. If the student forgets to write the examination number he may find himself failing the examination. Students must be warned about this. Students are only allowed to write centre numbers and examination numbers on the answer book. Rules and regulations need to be explained to the candidates before they write because some candidates may not be aware of them. Students who disturb examinations must be severely punished, e.g. those students who want to write, copying from books or from each other should be disqualified because they are lowering the value of the examinations.

Invigilators are responsible for the supervision of examinations. Educamus (1979:4) expresses an opinion that the Department has changed the supervision system which applied at the examination section to eliminate copying. The new procedure has to be more effective and reliable. Local secretaries were appointed as chief invigilators and were also responsible for whatever was concerned with the examinations. Some of these people were not professionally involved in education. People not involved in education caused problems and the Department changed the procedure because they allowed students to copy. The Department introduced a system which would ensure strict supervision and control at examination centres. The Department thought that the involvement of teachers in supervision would make things better because they are involved in education. The principals were made chief invigilators in their schools and the teaching staff had to invigilate to control cheating. It is assumed that students respect their teachers rather than the person from outside that they do not know. The principal and staff would be responsible for whatever misconduct takes place at school and the Department would take steps against any official who is irresponsible and neglects his duties.

Teachers have to be very strict in their supervision in order to eliminate copying because if they allow students to copy they will have to give a report as to why students copied. If they do not do their work they may lose their teaching posts.

The inspectorate is also involved in examinations. They visit examination centres to see that everything is in order and that no malpractices are taking place. They have to see how papers are distributed. The measures taken by the Department are to ensure that examinations are effective and evaluation will be valid and reliable. Every candidate who enters for external examinations must be identified so that no person writes for another. A candidate should not be allowed to write if there is no proof of identity. Attendance lists should be kept by the chief invigilator. Control sheets will give proof of examination scripts forwarded and received. Post executives have to stamp the control sheets as proof of when the examination scripts were forwarded, so that students cannot write at home and submit later.

When the examination is over students wait for results. Educamus (1979:5) stresses that the Department has a problem of not publishing results in time. This inconveniences the students as well as parents who want to enrol their children with other institutions where they wish to continue with their studies. The Department has tried to control marking by starting on the 1st of December to be completed by the 16th of December. Moderators have to be present in the marking centre to save time so that they can moderate there. Coding of examination marks was done by examiners but now there is a special section at head office which is responsible for the coding of marks. This work is now given to fully trained coding personnel. It is hoped that there won't be too many mistakes concerning the marks of the candidates. At times the results are delayed if examination malpractices are suspected. The Department takes time analysing results.

When setting the paper the examiner considers the work which is supposed to be done in a particular class. Duminy and Söhnge (1986:146) maintain that the examiner examines objectively which means that he will be very reliable. The examiner will not set questions he has not drilled in his school and he will be fair to every candidate. If the examiner is fair, there will be less copying because every candidate will manage to write on his own. The examiner considers the syllabus when setting the examination paper. External examination is standardized. Students write one and the same examination. This is the reason why some institutions as well as future employers prefer external examinations because of the same standard. The question paper should not be too tough because some students resort to copying if the paper is tough in order to pass.

The teacher uses different didactic principles when teaching different pupils. Duminy and Steyn (1983: 181) say that sound didactic principles are not used because the teacher is interested in good results. The teacher tends to teach what he thinks will come out in the external examination. Pupils memorize facts which they do not understand. Students lack insight into the work done. The teacher is rushing to complete the syllabus. During examinations some students do not relax, they read day and night trying to cover up and this is unhealthy. Some candidates are afraid of examinations, they become sick. Examinations are strenuous and candidates struggle to pass.

In order to pass some students involve themselves in buying leaked papers. They copy if they have not completed the syllabus and when they have not understood what they have done. To avoid malpractices, the teachers should perhaps complete the syllabus and the students should understand the work done. He should not rush to complete the syllabus.

2.2.2 Internal examinations

Internal examinations are organised by the class teacher for his own class. According to Duminy and Steyn (1983:180) internal examinations are those which the teacher sets and he is responsible for the marking of the scripts. Internal examinations may occur three times a year, i.e. June examinations, trial examinations and final examinations. Tests written for evaluation purposes are used together with the internal examination mark to calculate a promotion mark. A student has to pass tests in order to pass an examination. For promotion purposes the final examination will have to be written. The final examination includes all the work done from the beginning of the year.

Cheating is also found with internal examinations. Teachers need to be very strict to eliminate copying. If students are allowed to copy they will get used to it and they will not be able to do work on their own. They will always rely on copying.

Comprehensive arrangements are made for internal examinations. The subject teachers set question papers. The memorandum is also compiled. The set paper is taken to the head of the department for approval. From there it is sent for typing and safe-keeping. Pupils must be made aware of how long the paper will take. Pupils should not be granted extra time. Time tables must be drawn up. An invigilation time table must be drawn up in which every teacher is included. Invigilators must be aware of all the rules which apply to invigilation so that cheating can be eliminated.

Pupils have to change sitting positions in certain schools so that they cannot copy from friends. A student has to sit next to a pupil he is not used to. They are also given examination numbers so that it will not be easy for the teacher to know the candidate owner of the script he is marking. At times they are seated alphabetically according to their surnames.

If the class has many desks they are reduced so that there can be a space between desks, to eliminate copying. The school hall is also used for examinations. Not all classes write the same day, they alternate. Examination rules are followed and pupils sit in such a manner that copying or talking to each other is impossible. Desks are arranged in such a way that a pupil is not able to read what the other pupil has written.

Students writing an examination must be on time. Duminy and Söhnge (1986:115) say that pupils must be very punctual, at least fifteen minutes before the examination starts. Pupils should not be allowed to leave the examination room before the end of the examination session. No pupils should be allowed to write an hour later. All pupils must start writing at the same time. When time has expired answer books may be handed in. Time should not be extended because this is malpractice too.

After the examination teachers mark students' papers. Kruger et al (1983:233) maintain that when an examination has been written answer papers must be marked as soon as possible. The memorandum will help the teacher very much. The head of the department moderates the marks of the pupils. The marks are then entered on a mark schedule. The marked internal papers may be handed back to the pupils. The whole examination paper must be received in class. Pupils must also be given a chance to make suggestions. Revising the examination paper will help pupils with the examination technique. Remedial work should follow after the examination. We all know that marks may be discouraging but there is nothing that can be done because they indicate to the teacher as well as the pupil how good or poor his work is. If students involved themselves in examination malpractices, marks will not reflect the real performance of the student.

Parents need to know about each and every development and achievement of their child. The school should report what takes place at school to the parents.

Progress reports help to form the closest link with the school. It is the teachers' duty to select information he wants to give the parent and how he will do it. Reports inform parents about how the child progresses. Marks give the school information which makes it possible to decide whether the pupil will be capable in the next class. They also link the home and the school. The teacher should see to it that students do not cheat so that they can report the real progress of the child.

Teachers make use of internal examinations to evaluate their teaching. According to Kruger et al (1983:235) the teacher can use the internal examination results for his teaching practice. Examination results will help the teacher to know how much he teaches and whether he is successful in his teaching. Good results for each and every child will prove that he is capable of teaching. The results need to be good, through the child's efforts and not through copying.

The question paper will help the teacher to discover whether the paper covers everything in respect of degree of difficulty, discrimination, validity and reliability. This is what the question paper should find out from the pupil. If the question paper covers all that is mentioned above, then it is of a high standard. The paper which is of a high standard may tempt some pupils to write with the assistance of books or other pupils if they cannot manage (Natal Witness, 1987).

Marks should be allocated according to the degree of difficulty of the various questions. The teacher should not give more marks for easy questions because it means that he is lenient. The teacher must be very careful with marks because they determine the passing and failing of the pupil. Marks need to be given to pupils who study in order to pass and not to those who rely on copying.

Whenever the teacher sets a paper, he should consider the clever and weak students.

Clever pupils should not get bored because the paper is too easy as much as the weak students should not suffer the toughness of the paper. The paper should be fair for both groups. If this is not so, pupils are likely to cheat so that they can pass.

The teacher can use the results to compare how the different classes performed. He will then know which class is better than the other. He will have to put more effort in for the dull class. The teacher will also have to ask himself the cause of that because it may happen that the other class performs badly because he does not teach that class regularly. The reason may be that it has first periods which at times are spent at prayers. Some principals make long speeches at the morning assembly and the first period is usually wasted. Some students perhaps copy because they have not been taught. To eliminate copying, teachers should teach all classes equally, no class should be left behind.

Marks in various subjects will also help the teacher to find the reason why the pupils performed in a certain manner. Marks can also help pupils to improve their achievement if malpractices did not take place.

The school has to maintain a certain standard in examinations. If the school has good results, pupils prefer that school to others. Pupils do not like to attend a school where a lot of students fail internal examinations. The community will also be proud of such a school. Students should not pass because teachers are not strict when supervising examinations. They must pass because they deserve it.

The teacher has to try and help the under-achievers as much as possible because they also like to pass but they have a problem. It is the duty of the teacher to solve that problem. Some students copy because they are under-achievers. If the teacher helps them they will understand the work and will not resort to cheating at the examinations. They are likely to copy if they do not understand the work.

The teacher should analyse the examination marks as much as possible. He will need only elementary arithmetic to do this. If very few pupils achieve badly and the rest of the class achieve average, then it means that the test was not difficult. The students who failed need to put more effort into their work. If most pupils fail the test and only a few pass, then it means that the test was very difficult. The teacher will have to explain some of the lessons. A difficult test tempts students to involve themselves in irregularities because these are students who do not want to fail and so in order to pass they copy.

Advantages of internal examinations are that pupils are tested on the work that has actually been done. The teacher sets questions in the language that the pupils are used to. When students are writing internal examinations they are relaxed because they know that their teacher will not let them down. Work set by the teacher that the students are used to is likely to eliminate examination malpractices. They are used to his style of setting.

The disadvantages of internal examinations are that some teachers may not teach all the work they are supposed to teach but choose what is interesting to them. Pupils are tested on that part of the work done. The results become unrealistic. The pupils do not know most of the work. They then experience problems in external examinations where they are examined in all the work they are supposed to have done. They lack background, so in order to pass they buy stolen examination question papers.

2.2.3 Officers in examination sections

These are the people who are responsible for the whole examination process. They see to it that each and every student registers before the closing date. They work on the registration forms. After the closing date they start budgeting correctly. They decide on the amount of each script marked. Educamus (1979:41) says that the officers choose the places which will be the marking centres, e.g. Milner Park, Pretoria and Pietersburg. They also decide on the number of markers they will need for each subject. Teachers appointed as markers are given rail warrants. There are senior markers as well as sub-markers. The duty of the senior markers is to check the work of the sub-markers. Each marker has a maximum number of scripts to mark.

Examination malpractices found in particular schools should be reported so that a thorough investigation can be made. The teachers and principals of the schools where malpractices have been discovered will have to account for such malpractices. Each and every student should pass through his own efforts.

Officers see to it that every pupil who paid the registration fee is registered. The pupil should be registered for the correct subjects. If a student is registered incorrectly it may be the fault of the people in the examination section. The officers send a copy of the registration form to each and every school principal who has to check to see if it is correct, if not they have to correct it. When it has been corrected, the officers start compiling the time tables. Time tables are sent to schools with examination numbers and the subjects for which the pupils have registered. Each and every student has to bring his time-table into the examination room as proof that he is registered. Some students write information on the time tables so that teachers must be careful as time tables may be used for copying.

They are also responsible for the parcelling of papers. The number of papers packed correspond with the number of registered pupils in a particular school. They see to it that papers are well printed and have all the necessary pages. Examination papers are handled with utmost confidentiality to eliminate leakages. Strict supervision is needed when examination papers are printed and packed so that no officer can steal question papers and sell them. They are forwarded in sealed envelopes to principals of schools.

The storing of papers needs tight security. Officers must not allow leakages of papers because they are the first people to be questioned about this. If there is leakage from the Department's offices, this means that there is something wrong with the departmental staff. Examination question papers are found in townships long before the examinations.

Officers deal with examination results. They have to be very careful because it does happen that a pupil who did not write receives a certificate. This means that the problem is with the officers. The pupil who wrote all the subjects may not get results. The officers must be very careful about this.

2.2.4 The standard 10 invigilators

The invigilator needs to be very honest in his work. There is the chief invigilator who is the principal of the school. The chief invigilator sees to it that the invigilators are doing their work honestly. All the question papers are received by the chief invigilator. He is also responsible for delivering them to the examination officer. It is the duty of the chief invigilator to see to it that answer sheets reach the examination officer the very same day that the paper was written. If the answer sheets are not sent to the examination officer he will have to explain by means of a written letter why they were not submitted in time.

The chief invigilator is responsible for the whole examination process. Educamus (1979:4) stresses that the chief invigilator works with the invigilators who watch candidates writing. They must be very strict to eliminate irregularities. Candidates have to come with proof that they are registered. This will eliminate the students who want to write for other students. It is the duty of the invigilators to inform the students about examination rules so that, whatever they do, they should not put them into trouble. The invigilator also distributes question papers. Students are not allowed to bring any other material into the examination room, except the answer sheet they are given by the invigilator. If invigilators are careful so that students do not bring any material into the examination room, there will be less copying.

Some years back, invigilators were people who had retired from work. These people encountered a lot of problems because the students copied in their presence. Most of these people were old and they just slept when it was a three hour paper. They could not afford to move around the hall for a long time. Most of the time they sat down. This is the reason why some students copied from books and from each other (Educamus,1979:4).

Teachers now invigilate students they teach. The subject teacher does not invigilate his subject but this is not properly done because in some schools, teachers invigilate when their subjects are written. The rule is that they should not invigilate their subjects. Some of the teachers who do not complete the syllabus may tell students answers when invigilating (Educamus,1979:4).

Students need to be searched when they enter the examination hall to eliminate examination malpractices. According to Duminy and Steyn (1983:182) candidates are not allowed to bring into the examination room any material which will be of help to them. All students must start writing at the same time and no students must be allowed to leave the examination room during the duration of the examination.

The invigilators should not sit down but should move around all the time, so that they can see students who are cheating. Candidates should be informed at all times about the amount of time left when writing. Candidates must not be allowed to speak to each other because they may be telling each other answers. If there is something which the candidate does not understand, he must ask the invigilator.

The invigilator must be aware of the fact that whatever irregularity is found during the examination, he will be responsible. Irregularities could also be discovered after the examination. The invigilator will have to account for it.

Some candidates who find the paper difficult ask the invigilator to tell them answers. If the invigilator does not know the subject he is asked to go and call the subject teacher so that he can tell them answers. When it is examination time, pupils are very rude. Teachers are afraid that is why they take instructions from the pupils and dictate answers for them (Themabela,1982:2).

Some of the pupils bring knives into the examination rooms and they put them on top of the desks so that if the invigilator removes the book or tears the answer sheet, he will be stabbed to death. Invigilators keep quiet to save their lives. The invigilators ignore the students who are copying. When innocent pupils see other pupils copying, they also follow suit so that they can pass their examinations. The invigilators are just statues who have nothing to say (Themabela, 1982:1).

If the invigilator is strict he can lose his life. Some students threaten to burn down houses of strict invigilators. Some pupils write answers at home and come to submit them at school because they have papers before they are written.

Some of the teachers who are invigilators allow students to discuss the paper in the examination room. They change scripts in the examination room. They move up and down copying from each other. If the students do not finish in time they ask invigilators to extend the time. Invigilators do not want to be stoned by pupils so they do whatever they are requested to do (The Natal Witness, 1987).

2.3 TEACHERS' ROLE IN PREPARATION FOR STANDARD 10 EXAMINATIONS

Matriculation examination is not as easy as some people may think. It seems that this is the reason why some of the students involve themselves in examination malpractices.

Bantu Education Journal (1962:3) says that matric was never easy and the percentage of candidates who passed matric was very low in the past years. Pupils who worked very hard did pass. Matriculation results have given teachers cause for concern. Everybody, not teachers only, want to know the reason for such bad results. Teachers need to be honest in their work to eliminate malpractices. What may also contribute to poor results is the shortage of well-qualified teachers.

The teacher has to see to it that matric pupils are working hard. It may happen that pupils are not working hard. They are not fully attending to their work. There is no pupil who can pass standard ten without having worked hard. If the pupil wants to pass his standard ten, he must know that it means devoting all his time to his books. Some of the students who do not devote all their time to their books resort to buying stolen papers in order to pass.

There are different types of study skills which can be used by students in order to pass. Millan and Pauk (1969:4) maintain that teachers should help pupils with study skills which will help them to master the work done at school.

There are two study techniques, viz., that of mastering a book and that of mastering the classroom lecture. All of us will agree with the fact that to pass an examination, you must not only understand and assimilate information from these two sources, but this information should also be converted to knowledge. If students use study skills effectively, the problem of examination malpractices will be eliminated because students will know their work.

The teacher should make pupils aware of the fact that they should study with regularity. Some memorizing may be helpful for reviewing and consolidating the more specific work and facts learned during the previous week. The pupil should not wait until examination time because he will not grasp all the work done at school. The pupil should begin reading from the first day of the class. The best thing is to study and master each day's lectures and each day's assignments. Students will not move up and down looking for leaked papers if they have mastered the work done. Students who study while there is still time, become sure of themselves and they do not copy.

Students should revise the previous year's question papers so that they will get used to the style of setting. Millan and Pauker (1969:4) continue to say that the teacher must advise pupils to study the past quizzes and tests. The pupil should find his mistakes in tests and correct them. It may be that he did not study sufficiently. Students get to know the style of setting and will become used to it. One of the reasons why students involve themselves in examination malpractices is that they are surprised by the style of setting. They then cheat in order to cope with the paper.

The teacher should also drill the pupils on past examination papers. Pupils must be familiar with the examination questions.

Pupils should not only be given correct answers but they must know why they are correct. The pupil may have to apply such knowledge in forthcoming examinations. The question paper may not be the same but the underlying concept may be. Pupils must be aware of the type of questions set to avoid cheating in the examination room.

Each and every student should use the method of studying which is best suited to him or her. Millan and Pauk (1969:5) suggest this method when studying overview, which means that the pupil has to read the introductory and summary paragraphs of the assignment. Before he knows the content of the assignment, it is best to start knowing the headings or topics.

The pupil has to know the key words which will help him to remember the content. The topics must be converted into questions. If the student has done this, he will remember most of the important facts. The pupil must be able to answer the questions he has formed. There will be less examination malpractices if the student knows his work.

After reading, the student must test his knowledge without looking into the book, to see if he does recall the facts. If the pupil cannot do it after reading he may start afresh until he is able to recall without looking into the book. The pupil must read his notes to keep material fresh in mind. Reading makes the student sure of his work and he will not be shocked in the examination room and find himself copying.

2.3.1 Higher education qualifications

Teachers must be qualified in the subjects they teach so that they can be competent in their work. According to Nxumalo (1980:101-102) each and every subject requires certain qualities from a teacher.

The teacher is expected to know more than the mere basic facts in a subject. The teacher who does not possess a sound knowledge of the philosophical basis of his subject will not achieve the aim of the teaching of his subject. The teacher has to guide the development of his students and encourage them along the lines of leadership, clear thought and relationship with people he lives with in the society.

The training of Black teachers need to be extended to more than two years. Luthuli (1978:158) is of the opinion that teaching profession for Blacks does not extend beyond two years. This means that their training is not enough. More years need to be added for best teaching results. At university level, teachers undergo a four year training but only one year is devoted to professional training. Training of teachers must rest on a sound academic background. Students taught by well trained teachers get the relevant information from the teachers. This will discourage them from involving themselves in examination malpractices.

Students taught by qualified teachers receive the best information if teachers are dedicated to their work. Luthuli quotes Thembela (1978:158) who says that

"The education quality depends largely on the quality of the teacher. The more the teacher is qualified the better he will teach. The highly qualified teacher stands a better chance of knowing most of the new developments. A teacher is always a student. He must find information himself. The teacher should teach students to find information themselves so that they can know their work and malpractices will be avoided. They must not pass through cheating but they should prove what they know."

Teachers must be academically and pedagogically trained. The schools should not be staffed by people who have never been trained, whose qualifications only afford them to read and write.

The teacher must be knowledgeable in the subject he teaches. Pupils have trust in highly qualified teachers. The teaching profession expects a lot from the teacher. He must be competent. Students taught by unqualified teachers are not confident in the work taught by them, they copy at the end of the year in order to pass.

The colleges should provide all they think will be useful in training teachers. They must be exposed to different fields of education. They must be well prepared to meet the needs of the students so that examination malpractices can be eliminated. Teachers are the people who can tell the students about the disadvantages of examination malpractices. Some students may be doing it being unaware that they are destroying their future.

Teachers with low qualifications must be encouraged to upgrade themselves. Thembela (1980:205) says that a clear programme of teacher development should be suggested by each circuit inspector. The inspector should insist that teachers who possess standard six should attain higher qualifications. Qualified teachers have the information needed by students. They also know the latest teaching methods. If they have been taught by qualified teachers who dedicate themselves to their work, they will not copy because they have the information.

Teachers must be motivated to study. What the Department does is, it pays a teacher who passes a university course an additional R50. This motivates teachers. Each and every circuit must have an educational resources centre where the teacher will make and borrow teaching aids for use in their schools. Teaching aids may help students to be sure of what they are taught thus eliminating examination malpractice.

Teacher organisations will help teachers to gain a lot of information. If properly organised, they will improve a lot in their teaching.

2.3.2 Completion of the syllabus before examinations

Each and every teacher has a syllabus for his subjects which he has to follow and complete before the examinations are written.

Duminy and Steyn (1983:112) are of the opinion that each and every subject has its syllabus consisting of subject content to be covered in a specific period, usually one year. When compiling the syllabus, the readiness, intellectual development and maturity of pupils is taken into account.

Syllabuses for every year are preceded by an introduction which includes the aims of the course and there are suggested methods to be used in teaching. The teacher may use the syllabus to draw up schemes of work for the whole year. The syllabus is usually comprehensive. The teacher will have to distinguish the more important sections from the less important. Drawing up the scheme of work forces the teacher to tackle his whole syllabus, thus examination malpractices will be avoided. If the syllabus is completed students will be prepared for the examination. They will not find themselves stuck in the examination room and then resort to copying.

The Department supplies each and every school with syllabuses of different subjects which teachers have to interpret according to their circumstances. Chapman (1966:87) maintains that syllabuses mean the special statement of aims and study programmes compiled for each subject. Ten syllabuses will be available in a school if it offers ten subjects.

The syllabus guides the teacher in what is supposed to be taught. Chapman (1966:88) continues to say that schools are supplied with official syllabuses but authorities insist that the syllabuses be regarded as general directions to be altered at any time. The syllabuses need to be interpreted and adapted, no syllabus can exactly fit all schools, all children and teachers, that is why it is the professional duty of all teachers to adapt the syllabus to their circumstances so that examination malpractices can be eliminated. Teachers are the people who can help pupils so that they will not be tempted to copy.

The syllabus consists of the work which is supposed to be taught for the whole year and from which the examination is set. According to Nxumalo (1980:92) some scholars think of the syllabus as the prescription of the work to be taught in its minimum or maximum. It guides teachers to stick on what the examinations will be set. It is the duty of the teachers to complete the syllabus before the examination, so that pupils will not involve themselves in examination malpractices.

The teacher should divide his time according to the work he is supposed to cover for the whole year, thus eliminating examination malpractices. If the teacher goes to class regularly, he may cope with the syllabus. The teacher must always be present at school to do his work so that he can complete the syllabus, thus copying will be avoided.

Some teachers may not complete the syllabus because they are not in class for their lessons. They are busy telling stories in the staff room. When the prefect calls the teacher for his period, the teacher will tell the student that he is coming but he will not go till the end of the period. Thus they are promoting the number of students who will copy just because the syllabus has not been completed.

Most of the teachers waste a lot of time at the beginning of the year. They do not teach for about a month because they are still busy with the admission of students. Some teachers assume that pupils do not have books and exercise books. They wait for the month when all parents are paid. This is bad because pupils who have books suffer. This type of teacher will have problems in completing the syllabus before the examination. Thus, the pupils will resort to the buying of stolen papers in order to cope with the demands of the examination.

Some of the teachers absent themselves from school without any reason. Others come to school very late when most periods are over. Some teachers do not have schemes of work or daily preparation. The teacher does not know where to start and is supposed to complete the syllabus before the students write examinations. The teacher may be promoting malpractices but he will not be aware of it when he absents himself. He will recognise this when it is examination time and students will be demanding to copy (Ndlovu,1983).

The teacher teaches pupils what he knows best in the syllabus and forgets about the other parts. When the examination is around the corner the teacher will ask pupils to come to school on Saturdays and Sundays in order to cover up. The teacher will then be in a hurry and will not bother whether students understand him or not. Pupils will have problems of grasping what is taught. To overcome the problems of not being able to grasp what is taught, students will cheat in the examination room. They want to pass though they do not know the subject matter.

The teacher is supposed to complete the syllabus long before the examination. Work done needs to be revised before the examination. If the teacher does not find time for revision he must know that he has failed in his duty and malpractices may take place during the examination. We cannot deny the fact that there may be disturbances at school which will stop the teacher from completing the syllabus. Stayaways may contribute to the time wasted. Some stayaways take a long time and teachers find it difficult to cope with the work they are supposed to do. Whenever there have been disturbances at school, pupils justify themselves when they are caught copying. They say that they copy because they have not been taught and as a result students bring books into the examination hall so that they can copy.

Some schools spend a lot of time on extra-mural activities. One finds that pupils do not attend classes for the whole week when the athletics sports meeting has to take place. The same time is wasted during music competitions. It is very difficult to cover the wasted time. Some teachers start to realise the gravity of the situation when it is examination time.

2.3.3

Promotions and examinations

When a student has passed an examination he or she is promoted to the next class. According to Kruger et al (1983:238-239) different education departments differ in principles they follow in the promotion of students. Circuit inspectors are also involved in the promotion of pupils. The circuit inspector has to approve the schedule or change it if possible. The principal cannot make changes to the promotion schedule without the circuit inspector's consent. Most of the students may involve themselves in cheating so that they can be promoted to the next class.

Each and every pupil should successfully complete a standard per school year. The achievement of the pupil is determined by an examination. The pupil is promoted to the next class if he has passed the final examination. The pupil who does not pass an examination has to repeat a class. There is no student who wishes to repeat a class and this may be one of the reasons why they copy in order to pass.

Sometimes border line cases are promoted to the next class. Duminy and Steyn (1983:184) say that some pupils are promoted to the next class if they failed with very few marks. The student who fails and repeats a class benefits more than the one who is a low achiever but who is promoted to the next class. Certain teachers and administrators believe that subject matter makes certain demands at a certain stage of a child's school career.

If pupils fail to cope with the demands of a certain class, they should not be promoted. They will encounter problems in external examinations. Work will be more difficult and the pupil will not have the background of the previous class because he failed. Thus the student will be tempted to cheat in the examination so that he or she can pass the examination.

Most of the parents feel that their children should be promoted to the next class. They do not want their children to fail. The parent will come to the school and tell the principal that the child's father passed away and she is not working so she will not be able to pay school fees if the child repeats. Some principals do consider those facts. As a matter of fact the promoted child will not put more effort in his studies but he will always hope for promotion. The same parent who came to plead that the child should be promoted will not take the trouble of seeing to it that the child studies very hard. Thus, the child will move up and down looking for leaked papers so that he can pass the examination and get a certificate. Some of the students are only interested in certificates; they do not care about how much they know.

2.3.4 Distance education and students' examinations

Most of the teachers with low qualifications are upgrading themselves. They study part-time in adult centres. According to Cantor and Robert (1977:173) the number of part-time teachers has grown in further and adult education. The number of mature students resuming study is very high and is likely to continue. Most of the teachers who have low qualifications are upgrading themselves. Some teachers study through the University of South Africa, Umlazi Extramural College for further education and Vista. Some of them are doing diplomas and others degrees. Studying part-time is not easy.

Part-time classes strain most of the teachers. Take the example of Umlazi Extramural where they study until 10 pm. The teacher leaves the campus at 10 pm and he is still going to study at home because he may be writing a test the following day. Some teachers come from places outside Durban or Pietermaritzburg, Port Shepstone or Estcourt. These teachers get to bed very late and they wake up early for their work. They do not rest enough. Students suffer because teachers come to school not being refreshed and they do not go to class. Students who have not been taught resort to copying in order to pass.

These teachers totally concentrate on their own studies and neglect the student's work. Teachers come to school with their own books. They are busy with assignments. The pupils last see the teacher at morning assembly. When they want him for his period he is nowhere to be found. Thus, pupils involve themselves in irregularities in order to pass examinations.

Some teachers go to the extent of asking pupils with legible handwriting to write them assignments. The boys who are good in drawing draw History or Geography maps for the teacher's benefit. The time that the students spend drawing or writing will be done in the teacher's presence because he does not want the student to make mistakes, since then the teacher might fail the whole course with this assignment. The rest of the pupils are left alone in the classroom. Pupils will demand to copy when it is examination time and the teacher will not have grounds to stop them from copying because he knows that he did not teach.

When teachers are writing tests at the extramural campus, they inform the pupils that they cannot teach because they are writing a test in the afternoon. If the teacher is writing two tests a week then he will not go to class for the whole week and the students will suffer. What is of interest is that the students will quote him at the end. Students will bring books into the examination room so that they will pass.

When pupils quote him, it will be as if they hate him when he is the cause of all this. This behaviour degrades the teacher because students will not respect him. They will ask the teacher to dictate answers because they were not taught.

This type of teacher gets a salary at the end of the month. They boast about this. When they fail the test at the campus they do not mind because they will get paid at the end of the month. They are destroying the future of many students who pass examinations through copying. Some students are forced by circumstances to copy, e.g. if they have not been taught.

When these teachers are writing examinations they absent themselves from school for the whole month. They are a burden to everybody in the school because when they are absent the teachers who are present will have to do work for them and when they come back they do not appreciate it. They take it for granted that it is their right to do it.

The teachers boast because they are studying for degrees. They do this in front of pupils. They tell pupils that they will have to go a long way in order to reach them. He has learned more than everybody. The teacher does not want to prove his learnedness by delivering the subject matter to the pupils. When he is in class he pretends to know everything. They do not do their work, thus encouraging malpractices because no student wants to repeat the class because of the teacher who did not teach.

Some teachers record on their schemes of work what has not been taught and they also prepare everyday but do not teach. When the principal looks at the teacher's scheme book, the teacher is up to date with his work. Some teachers give pupils work on what has not been taught. Pupils have to look for information themselves. The teacher does not mark but simply puts "seen" at the end of the work. The work has not been evaluated.

The pupil does not know where he stands according
concerned. This is the reason why they sometimes
leaked papers for them. Teachers are concerned
they do not do their work as expected.

Some of these teachers are teaching external
universal paper. The external examiner sets a
syllabus. Some of the teachers leave earlier than the end. During
weekends they are busy too, they do not sacrifice for extra
classes to complete the syllabus. Some teachers give out notes
without explaining them and when pupils encounter problems they do
not attend to them. Thus students find themselves stuck in the
examination and they resort to copying, which is
harmful because they will always be dependent on copying.

Coles (1977:6) states that adult education denotes

"The entire body of organised educational
process whatever the content level and method,
whether formal or otherwise, whether they
prolong or replace initial education in
schools, colleges and universities as well as
in apprenticeship, whereby persons regarded as
adults by the society to which they belong
develop their abilities, launch their
knowledge, improve their technical or
professional qualifications and bring about
changes in their attitude and behaviour in the
two-fold perspective of full personal
development and participation in balanced
independent social, economical and cultural
development."

Adult education is in all forms of educative experiences according to the interests of men and women. This includes different types of vocations. Some people upgrade themselves through adult education. The aim of adult education is to give each and every individual an opportunity to make the best of his life. Some of the teachers misuse the opportunity of upgrading themselves because they concentrate on their private work and neglect students' work. This encourages examination malpractices.

The number of students involved in adult education is increasing. Thompson (1980:31) is of the opinion that students in adult education are drawn from groups with the background of full-time secondary or higher education. Some students who were disturbed in their studies want to continue with their studies. Some left school because of financial problems. They want to improve their qualifications.

2.4 FACTORS WHICH PROMOTE BUYING OF STOLEN PAPERS

Some pupils do not do their work from the beginning of the year. They relax for the whole year. The student who is serious with his work starts preparing for the examinations at the beginning of the year. Some students do not buy prescribed books. They cannot do homework without the books. Some of them pretend to be sick and absent themselves from school. These are the students who resort to the buying of stolen papers because they are not ready for the examination (Kunene, 1983).

2.4.1 Absenteeism

Some pupils absent themselves from school without a sound reason. They are the people who lose when they are absent. The teacher continues with the lessons. Parents are aware of this but they still allow pupils to be absent. Some pupils are being sent by parents to places which are not so important as school. Thus pupils do not study but hope for leaked papers.

This type of student is degrading the teacher's work. Work of the students who absent themselves is not up to date. They are left behind. They do not trouble themselves by copying work from those who were present. They are just satisfied that they were not in. When they are writing tests they start saying that they were not taught or they are brave enough to say that they were absent when that particular lesson was done.

The pupil says that it is someone else's fault that he was absent. They then copy in order to pass the examination.

If the inspectors should come to school and happen to come across the exercise book of that student, they will have an impression that the teacher is not doing his work.

Some pupils may absent themselves from school because the teacher does not punish the absentees. Absenteeism is a serious matter, so teachers should look into it because it retards progress. The pupil should only be absent from school when there is a valid reason. Those who absent themselves must be punished because they are left behind and look for a short cut way of passing examinations, which is cheating.

Each and every teacher must have an attendance register. This is how the inspectors, principals, school committees and teacher know how often the student attends school. Pupils who absent themselves regularly should be excluded because they disturb the teacher. He has to repeat what he has already done. The whole class's progress will be retarded. Some of the pupils are poor in their work because they absent themselves from school. It is the principal's duty to check if it is not the teacher's method which causes irregular attendance. Pupils absent themselves but they hope to pass at the end of the year. They buy leaked papers so that they can pass.

The teacher has to mark the attendance register daily to encourage pupils to come to school. The teacher must know the reasons for the irregular attendance and must explain them to the pupils. Regular attendance may eliminate examination malpractice.

The disadvantages of irregular attendance are that pupils miss some lessons and they must find time themselves to make up the lessons they have missed. The whole class is disturbed because the teacher has to repeat some of the work. The pupil who does not attend regularly forms bad habits which will give him problems in his future career. He will also develop a habit of wanting to pass examinations knowing very well that it is not through his own efforts but through cheating.

Some pupils may absent themselves from school because of different factors e.g. home circumstances. According to Duminy and Thembela (1983:73) home duties, e.g. looking after babies, poverty, ignorance on the part of the parents may make them unable to appreciate the importance of regular attendance, pupils travelling long distances to and from school, uninteresting lessons, bad teaching and discipline.

There should be a relationship between the teacher and pupil. The teacher should develop certain skills and attitudes of the child. The child should not get knowledge only but should also cultivate wholesome habits. Once there is a good relationship between the child and the teacher, there will be few problems of irregular attendance and irregularities during the examination. The teacher may improve attendance by making the first lesson more interesting and attractive. The teacher should release the irregular pupils late to cover the work they missed so that they cannot hope for leaked papers when it is examination time but will strive to pass.

2.4.2. Lack of prescribed books

Pupils writing an external examination must have books to which the teacher will refer them most of the time. The text books form a basis around which the whole course can be organised. Teachers and pupils benefit a lot from a good book. It takes time to compile a good book. The author of the book has to make an intensive study of the contents of the book. A teacher who is academically and pedagogically trained can improve on a text book by contributing more to a text book so that it will be clear to students and they will have confidence to write on their own. They will be ashamed to copy if they have been thoroughly taught.

A text book helps students to study on their own. The teacher can also give pupils homework to do at home. The teacher can ask pupils to do reading before he teaches a particular lesson. The text book can help the teacher to give pupils assignments. Tests too are given from the text book. The teacher will only inform the pupils that the test will be based on a certain chapter. With class notes and lectures the higher classes would not work faster than they would with a text book. There are pupils who like to read and they always want to be ahead of what is done in class. This will help pupils to develop a love for reading books on their own and thus examination malpractices could be eliminated.

There are modern books which include extras which make the lesson more interesting. There are teachers who teach subjects in which they are not competent. This type of teacher will be helped by these books. There are books which guide teachers as to which method to use so that all pupils, the dull and the clever ones can understand. These books have short summaries and other sources to consult at the end of each chapter. This will give students a lot of information, thus examination malpractices will be avoided as much as possible.

The text book helps pupils to revise their work. There are tests and assignments at the end of each chapter. The pupil can work on the tests and assignments for his own benefit. By answering tests and assignments, the pupil would be preparing himself for the examination. He will not have problems when he writes examinations because his work is well organised. He will not involve himself in examination malpractices because he is prepared for the examination.

The text book may be a starting point for a class discussion because the teacher can introduce a lesson and then ask pupils to go and read the chapter at home and bring the summary of the whole chapter the following day.

Each pupil will explain the way he understood. A chalk board summary may be written from the different views of the pupils. All the pupils will be involved and they will have the relevant information. Pupils who work in this manner are not likely to involve themselves in the bad practice of examination malpractice.

The teacher who is interested in the work of students and who does not want pupils to pass through copying can help pupils with notes if the lesson in the book is not explained in a manner that pupils can understand. What is important is that pupils must understand the contents of the book and not to memorise it. The teacher and pupils have to consult the text book and other sources of information.

The authors should consider the developmental stage of the pupils when writing books. Duminy and Steyn (1983:84) maintain that authors should write books whose language is on the level of the class for which it is used. The average pupil must understand the book but it must serve as a challenge. It must not be too simplified because it may bore pupils.

Text books should stimulate the child's thinking ability and critical thinking. The book must be interesting so that pupils will want to read it. Whenever the child reads a book, his mind must be developed so that copying from books, from each other and from pieces of paper could be avoided. Students who know their work are not tempted to copy.

The duties of the teacher are to teach his pupils to read a book with an aim in mind. Teach pupils to summarize a book. Teach them how to use library directories, encyclopedias and dictionaries. The teacher should help pupils to read with a critical attitude. Pupils need to be assisted in summarizing in the mind the part of the book already read. Helping pupils with reading methods is impossible if they do not have books because they will not practice this.

2.5 CONCLUSION

Examinations are of importance to each and every pupil. Pupils know their performance through examinations. Parents also want to know how the child achieves at school. The report from the teacher will make the parent aware of the pupil's achievement. This is the reason why students should not cheat in the examination room so that the results will reflect the real performance.

Pupils have to be very serious with their work if they want to pass the examination. External examination demands pupils to know all the work prescribed in the syllabus. The pupil writing an external examination has to acquaint himself with the previous year's question papers. The pupil has to be used to the style of setting the paper to avoid frustration which usually leads to students copying when they write examinations.

A student who wants to pass through his own efforts and not through copying, must have study skills. Study skills are also of importance to the pupil who is writing an examination. Each pupil has to prepare for an examination for the whole year.

Pupils need to be taught by qualified teachers who are knowledgeable for best results without students involving themselves in examination malpractices. Teachers must help pupils as much as possible. They must attend subject meetings so that they will learn more. It is very important that teachers complete the syllabus before the examination. Teachers must devote themselves to their work so that students will be prepared for the examination, thus avoiding examination malpractices.

Absenteeism can cause pupils to fail because they miss aspects taught. Pupils must always be present at school to avoid disappointments, e.g. not being prepared for the examination thus resorting to buying stolen papers.

Pupils need the teacher's guidance. Teachers must be exemplary. They should not absent themselves because pupils might follow their example.

Teachers must encourage pupils to buy books. They are useful. It is difficult to teach pupils without books. Books have the information needed by the pupils who want to pass an examination, not through leaked papers but through their own efforts.

In Chapter 3, a thorough investigation of how the community contributes to examination malpractices will be conducted.

CHAPTER 3

THE ROLE OF THE BLACK COMMUNITY IN THE LEAKAGE OF EXAMINATION QUESTION PAPERS

3.1 INTRODUCTION

The family is responsible for the early education of the child because the child lives with the family most of the time. The child learns by imitating the members of the family. Lindgren (1967:93) maintains that the family provides the first educational experiences of the child. The experiences begin very early with the aim of guiding and directing the child. Some of the experiences take place consciously while with most of them the parent is not aware that he or she is influencing the child's behaviour. The child who is accepted by the family develops attitudes of self-acceptance. When reading has little value for parents it is likely to have little value for children. Children become interested in what the parents are interested in most of the times. The family not only gives the child a basis for understanding the world but also provides the raw material from which the self is made. Parents should be interested in the education of the child, that is, they should help the child with his school work so that examination malpractices could be avoided.

The family transmits culture to the child. The family plays the key role in introducing the values of the culture to the child. It is the family which helps the child to be aware of law and order, to respect the rights and feelings of others and to avoid bad company. That is why it is unbelievable to hear that there are parents who encourage their children to copy in the examination room. If we think of a parent, we think of a responsible person who will try by all means to help the child in a correct way, not to steal education. A parent who influences

the child to cheat in the examination room steals the certificate.

The parents know their children better. That is why they should be involved in the school so that they can work together with the teachers. Comer (1980:125) stresses that the effort of including parents in the life of the school is as recent as the 1960's. Parents need to be involved because they have knowledge of their children on which the teachers can build.

The involvement of parents could help in making the school programme to tie with the community needs. If parents are involved they would support the school in every respect. Parents would donate some equipment which would enforce effective teaching and learning, e.g. classes, laboratories, libraries and kitchens. Some parents may donate when there are functions in the school e.g. farewell functions and speech and prize giving days. The above mentioned would be successful if parents contribute. Parental involvement is needed in communities where parents feel a sense of exclusion and low self-esteem. Parents are the first teachers of their children. If parents are excluded this would develop a bad attitude in the children because they would not respect the teachers and the school could be affected somehow. When parents are of the same educational status or higher than the teacher, there is less conflict between the teacher and the parent because they understand each other. Each and every parent is important to the education process. If the teacher is against the parents and those who are attached to the child, the child would rebel against the teacher and the learning situation would be affected. The teacher, parent, child, school program, neighbourhood must be related so that malpractices could be eliminated.

The church minister plays the role of a parent because he guides the children not to misbehave. The minister is more than a parent because he also guides the parents of the children. It was

surprising to read from the Daily News (1982) that a church minister was convicted and fined R120,00 for being in illegal possession of a matric examination paper before it was written. The minister said that he wanted to write Matric in 1983 and he wanted to use the questions and answers for his study purposes. He paid R50 for the examination question paper and a number of matric examination answer sheets and did not realize that the paper was still to be written in the same year. The minister, as he plays the role of a parent, need not involve himself in examination irregularities because he promotes malpractices. Children would continue doing it if it is also done by their parents.

The major area of resistance to parental participation is that parents accept invitations to participate in school programs against their will. Parents think that they are called to be told about the failure of their children and they think that this means that they as parents have failed. Many parents are ashamed of their limited academic skills. Parents think that when they work with educated teachers they would appear inferior to the staff.

At times parents are placed in committees where they have to discuss matters in which they are not clear. This means that they are involved in matters they do not know. This is the reason why the parents withdraw from being committee members. When administrators see this response they claim that they tried to involve the parents who ultimately withdrew. When the community has withdrawn it takes the report that it gets about the school as valid. The parents may find themselves misleading the children that is, encouraging them to cheat during examination time.

It is the duty of the parents to encourage children to do well at school. If students do well at school there would be less

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examination malpractices. Raven (1980:229) encourages the parent to play a role in promoting the educational development of the child. Some of the parents think that it is important for their children to do well at school. Others are of the opinion that there are many important things children can do. This means that some students may not be encouraged by the parents to do well at school. Pupils who are not motivated at home may put the teacher and other pupils in conflict of values. Parents want their children to do well at school so that they can have no problem in getting a good job. Pupils who fail tend to misbehave. To avoid misbehaviour students must do well at school. Many parents think that the child is schooling to get a good job. They do not take into consideration the fact that the child also needs to grow personally. This means that many parents may place little value on schools if they do not enable their children to get good jobs. This may lead to parents thinking of short cut ways of passing examinations so that the child can get a good job.

Raven (1980:234) continues to say that parents should make contact with the school. The parent should see to it that the child does his homework. Parents should also complain about anything which does not satisfy them to avoid examination malpractices.

The performance of the child depends upon the parents' attitude about education. Turner (1977:264) is of the opinion that the attitude the parents have about the education of the child would ensure success or failure. Pupils who are from families which are warm and nurturant usually perform well in school. Most of the children who are from educated families achieve very well in early years but as time goes on their proficiency declines. If the parents involve themselves in school work, that is, help students with homework, students' work would improve. It is not only the educated parents who can encourage pupils but every parent can make means of helping the child. If the parent cannot help the child himself he can organize somebody who would be able

to help the child. The family too can help the child with homework. The parent should see to it that the child does his work. The negligent parent may find himself wanting to help the child at the last moment. The parent would find himself buying the child stolen papers. By buying the stolen papers the parent would be convinced that he or she helps the child.

The teacher should consider parents in whatever he does at school. Thompson et al (1959:521) say that whatever the teacher thinks is best for the school and the community, the fact remains that he is employed to do what is planned by the parents of the students. The teacher should do exactly what is prescribed by the adults in the community because if he or she fails in doing that his or her services would be terminated. The teacher must know what the parents expect of the school since it is with the parents that his success would be defined and rewarded. A wise teacher would try to modify the distorted parental notions of what the school is for example malpractices and cheating. For the teacher to be successful he should not neglect the community's idea of what it needs and expects of its school. The school can also help the community understand what the meaning of examination is. It may happen that some parents have misconceptions about examinations.

Every child belongs to a certain community which has an influence upon him or her. The school should take into consideration the community from which the child comes in whatever it does for the child. According to Fleming (1963:39) pupils belong to many groups and most of these groups are found outside school. These groups exercise some influence on the pupil. For the teacher to understand the child he must have to study the community from which the child comes. By studying the community the teacher would find its weak points and try to clarify them so that both the school and the community could be on the same track.

Fleming continues to say that the life of the adult community influences the children. Children make choices along the lines acceptable to the group whose opinion is valued highly. If an adult gives a child a leaked examination paper the child would think that it is a good thing to practice and continue with it. Children regard adult's action or practices as correct or accepted. These adults take the place of parents amongst children.

For effective teaching and learning there should be a relationship between the school and the community. Morrison (1977:96) is of the opinion that the school and the community are intimately related. The school need not be managed as if it is separate from the school community. It is not only the students who are able to bring the community in the classroom. The classroom too can play its role in influencing the community. Each and every community has its talent. This talent can help school age children solve the individual, social and difficult issues of life. The classroom where life problem solving exists is a classroom where parental responsibility is involved. The parent must be aware of what happens at school and the parent should also encourage the child to do his or her best so that buying of leaked papers could be eliminated.

The school should give pupils a chance to go to the community and practice what they learn at school. This helps the community to understand the school. Kgwere (1962) asserts that schooling cannot be realistic in the four walls of the classroom but pupils must be given a chance to go to the community to study the problems of their community. The community leaders should be ready to lend an ear, advice and helping hand to the school in its efforts to improve community life. There are parents who have not seen the interior of the school where their children are prepared for the life outside school. It is not only the school that should go to the community but the community too must go to the

school. This can be done by way of concerts, school shows, parents' day and speech days. The school should strive at improving the quality of living in the community, e.g. the church, the agricultural society and the local clinic. The school must interest itself in the activities of these agencies and help to put them in a general plan of community development. The school must uphold and cherish the philosophy of life of the community. Relationship of the school and the community will enlighten the community about the aims of the school. The community will get to know why the examinations are written. The community may also pass this on to their children. Children will hear the same language from teachers and the parents thus, buying of leaked papers will be eliminated.

There must be a relationship between teachers, pupils and the community for effective teaching and learning at school. Musaaazi (1982:240) says that education involves the relationship of teachers, parents, children and the community. Parents are very much interested in the education of their children. They want to know what the children are taught, who teaches them and how well he teaches them.

The community contributes towards the building of the school. Stephen et al (1986) say that the community helps the school by providing labour and building materials. In most countries one finds that schools are built and maintained by the parents. The parents who are not builders donate money to buy building materials. The parent-teacher associations also include the communities, teachers and parents. Some members of the community sponsor school libraries.

The community is the people who should be given a chance to suggest the curriculum of the pupils. Different types of people found in the community may help pupils a lot. People who are trained in craftwork may help by teaching children how to make

craft work. The priest may tell children about religion, health workers may teach children about hygiene, agriculturalists may help children learn about plants and animals and shopkeepers will help children about commerce. These people may come to school or children may visit them where they work. By the help given by the community the children would develop love of certain jobs. They would be encouraged to work hard in order to pass their examinations. Some of the pupils would be so desperate that they would find themselves wanting to pass through cheating. The status of the people who teach them about their career would be envied so much that the pupils would devise means of passing the examination through cheating.

The community should be involved in the school because the child also learns from the community. Foshay (1975:50) says that by community participation is meant that everyone in the community considers children and the young as learners and adults as teachers. Education need not be delegated to special people but should involve everyone in the educational role. The student who learns from the society learns deliberately and systematically.

The community should be considered in whatever takes place at school. It should not be excluded because pupils belong to a community. Pupils live with the community. The community determines the quantity and quality of educational provisions. Its understanding of values, ability to organize its efforts and to act are central elements in the decisions that it inevitably makes. In making decisions, the community must have concern for children and also for various staff members connected with the schools. It must be made aware of this organizational structure of the school. The community must be familiar with legal structures pertaining to schools and function in accordance with it, effecting changes when needed. It must constantly seek facts so that it may make sound decisions. If the community is aware of what is happening at school there would be less influence of

parents wanting their children to pass the examination through stolen examination papers. Some parents may help their children in wrong ways because they are ignorant. The ignorant parents and some community members need to be told about the aims of the school.

3.2 PARENTS' ATTITUDES TO EXAMINATION MALPRACTICES

The home plays the role of educating the child before he or she starts schooling which has an influence on the education of the child. According to Gabela (1983:79) the society influences the school through administrative contributions made by the home in educating the child before he starts schooling. The child is able to play with other kids, observe the rules of safety and to listen to the teacher. The child is also able to differentiate between the wrong and the right. Parents, especially mothers take care of their children and the latter learn a lot from the parent. The child is member of the family because of the love that is found between the parents. Parents have a say in the education of their child.

Many of the administrators were at school together with the parents of troublesome children, yet they worked very hard to overcome personal hardship. Some of the parents of troublesome children were also troublesome. Many administrators view parents as a problem rather than a solution. This is the reason why some of the parents do not see anything wrong if the child involves himself in examination malpractices. Some of the parents may go to the extent of helping the child if he has problems in finding what would help him in passing the examination.

The teachers are parents in the absence of the real parents. They play the role of parents. They are not expected to mislead pupils. If teachers buy examination papers the pupils are likely to imitate them. What their teachers do they regard as good. It

was amazing to read from the Natal Witness (1986) that certain teachers were found with examination papers in their possession. They were themselves candidates and not examiners. The authority said that the possession or selling of counterfeit examination papers by teachers would constitute serious misconduct and the department would not hesitate to take serious disciplinary measures. This is amazing to hear of a teacher who wants to let down the students because the teacher is taken as part of the community. The Natal Witness (1986) also reported that a business economics teacher in a certain school was approached by a student for assistance with a paper she claimed she had bought for R10 but found that it was a photocopy of the paper he had set for Matriculation trial examination and not the Matric's final paper. The student bought the paper from a teacher. The researcher wonders what the teacher expects when he misleads the child.

Parents are the first teachers of their children before they attend school. According to Wilkins (1976:210) parents are not only mothers and fathers but they are also teachers. They can be likened to unpaid teachers. From the time the child is born he is taught by parents. Pupils who are day scholars spend most of the time with their parents. Parents guide their children and they learn most from parents and relatives.

Parents are also responsible for the child's progress at school. The character of the child should be moulded by the parents. It is the duty of the parent to motivate and encourage the child so that he can do well at school and irregularities be avoided.

The school should consider the needs of the society when teaching the child. Different parents need different services from the school so the school should cater for all these needs. The teachers and parents must have the common aim of education for effective learning at school. Wilkins (1976:210) says that teachers and parents should meet each other and have common aims

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about children's education. Teachers and parents must have common interests. The schools which are best in standards of building, learning and teaching are usually those where parents are part of the school. The parents' co-operation in the school can be maintained through a society which can include parents teachers and former students. Meetings of the society would be held monthly and a speaker may be invited who will speak on some educational topic. The head can explain school difficulties to the parents, e.g. by stressing the importance of regular pupil attendance, importance of studying so that pupils may not cheat during examination and also telling the parents the harm which can be brought by pupils who rely on stolen papers.

The parents should be allowed to visit the school so that they could see what is done at school and have an understanding of the school. Gabela (1983:83) is of the opinion that the school should arrange conferences with parents. Parents are interested in learning from the teachers. The teachers and the principal must explain to the parent what the school is doing. They must also find out from the parents what they wish to contribute to the school. There can be seminars and workshops which will foster communication between teachers and parents. In these conferences a lot can be covered, e.g. school curriculum, discipline and extra mural activities. There are non-teaching activities in which the parent can help. Parents may also help in beautifying the premises.

Parents can be invited so that they can meet teachers and see what is happening at school. A parents' week may be set so that parents can visit the school. Pupils will have to encourage their parents to attend.

Parents may also be asked to join the morning assembly with pupils. Attendance at all these events would lead to parents gradually knowing what happens at school. Teachers may have

consultations with the parents on the education of the children. Parents should be encouraged to see the Principal whenever there is a problem they want to solve. This will eliminate examination malpractices. Parents will not buy their children leaked papers.

Pupils who are motivated by their parents perform well at school. Ehrlich (1982:104) says that children from a warm home perform better because there is affection and understanding. Gifted children seem to understand things which children of their age do not understand. Most gifted children have both parents at home. Giftedness best emerges in a warm affectionate environment which is free from problems. Children should be valued by parents as whole persons not because of their talents. Children need not work at highest levels of their abilities but have the right to be children like other children. Thus irregularities could be avoided because pupils will not cheat in order to work at the highest levels of their abilities.

Gifted children mix well with children of the same ability. Ehrlich (1982:106) continues to say that parents can look for friends who have a comparable ability to their children. Gifted children have a problem of being left out of games by other children. It is difficult for the bright child to find companions.

The parent could help the teachers understand the child because he or she understands the child better. Ehrlich (1982:111) is of the opinion that for best results the teacher and the school must establish partnership in a task of mutual concern. The parent should discuss the child's needs with the personnel. The parent must know what is happening at school. The parent can help the child by teaching him the same readers or work books that are used at school. This will help the child to expand on what is done at school. The parent can also buy the child advanced books or teach him how to use the library. If the parent has a friend or neighbour who has specialized in the area of his child's concern

he can ask him to help the child. Extra curricular study should not be imposed by the parent because this may lead to problems.

Parents love their children. They send them to school in order to achieve some goals. They help their children as much as they can so that they can be responsible adults. Parents spend the last cent for the education of their children. No parent is happy if his or her child fails. Every parent wants the best for his or her child. Even if the child absents himself from school the parent expects the child to pass at the end of the year. Students watch T.V. as early as five o'clock till midnight having not opened the books but the parents do not say a thing to the children. The parent does not tell the child to go and study in the study room. The child is not supervised. We know that the teacher teaches at school but what is taught at school must be revised at home. It is the duty of the parent to see to it that the child studies so that the child would not involve himself in examination malpractices.

The parent cannot even open the exercise books of the child and see how he performs but he expects the child to pass at the end of the year. When it is examination time some of the parents buy their kids stolen question papers. They drive up and down looking for papers. When they have papers they ask subject teachers to answer the question paper for the child. The parent would pay the person answering questions for his child. The parent himself will look for answer sheets so that the child can write at home and submit ready answers. By so doing the parent thinks he helps the child. The child must be helped in a correct way. The child must struggle in order to pass the examination (Kunene,1983).

3.3 PARENTAL INDIFFERENCE AND UNDERACHIEVEMENT IN EXAMINATIONS

Some pupils do not achieve as expected which means that they

underachieve. Behr (1978:111) defines

"academic underachievement as a significant and sustained disparity between a pupil's innate ability and his actual school performance which obtains when measured intelligence contradicts class tests, achievement tests and teacher's impressions".

An underachiever does not perform as expected. The underachiever does not use his abilities as he is supposed to. Some underachievers copy in order to pass the examination.

There are factors which cause underachievement e.g. environment which is not conducive for learning and lack of love. If the child lacks love of the parent he becomes unhappy and underachieves. Behr (1975:111) maintains that underachievement may be caused by social maladjustment. A child is maladjusted if he is "developing in ways that have a bad effect on himself or his fellows and cannot without help be remedied by his parents. Teachers and the other adults in ordinary contact with him". Maladjustment affects people of different ranges of intelligence. Most of the maladjusted children lack security and are unhappy.

The maladjusted child does not mix with other children. The child is not sociable. He cannot initiate personal relationships. This is the reason why the underachiever involves himself in the buying of leaked examination papers in order to pass the examination.

Maladjustment is found with both adults and young children. Maladjustment has bad effects. The worst effects of maladjustment are seen in mental hospitals, divorce courts and prisons. Maladjustment is caused by disharmony in the home and delinquency. Usually maladjustment was seen with adults but now it has become a problem of childhood. Maladjustment is a form of handicap which requires special education in special schools or in

ordinary schools. These children need guidance from the school psychological and social work services.

The family plays the important role in the education of the child at his early stages. Turner (1977:263) says that most children during their early stages are affected by the family. The research of family effects was conducted by Sheels and associates in 1939. Two infants were tested and it was found that their IQ was 46 and 35. The mothers of these infants were also retarded. It was in those days thought that the IQ was inherited. Turner (1977) continues to say that developmental and experimental inequalities are evident in the child and the child's academic achievement would be seriously affected by these inequalities. This may lead to children involving themselves in examination malpractices in order to pass the examination.

There are two social environments in which the child finds himself, that is, the school and the family. The school and the family must work hand in hand for the benefit of the child. The child who has psychological needs and problems may be influenced by both the school and the family. The school and family are of importance in helping the child who has problems.

We must be aware of the fact that underachievement starts at home before the child enters the school. It is impossible for the teacher to improve the socio economic state of affairs. The teacher can only by means of contact with his education partner make an atmosphere which will help to solve the problem of underachievement. Underachievement is the problem of the parental home as well as the school and the child himself. Langeveld in van der Merwe (1982:51) says that the child is somebody who himself wants to be someone. The key facts in combating underachievement is through early identification and sympathetic approach to the problem. The co-operation of the teacher and the parent is needed so as to motivate the pupil.

There are trends indicating that parents would be expected to make a financial contribution to the education of their children than they are doing at present. This might result in parents being prepared to accept their responsibility in combating the evil of underachievement as far as their children are concerned. Thus examination malpractices will be avoided (Langeveld in van der Merwe,1982).

The underachiever does not like the school because he or she does not perform well. His or her performance is low. The underachiever shows a tendency to procrastinate, lacks self-confidence, has a negative attitude towards the school, less interest in reading and withdrawal from competition. They also lack good use of time and money; set impossible goals or no goals, are not sociable and lack an activity-oriented view of life. Many authorities produce positive achievement in children (Charles and Wellington in Hill,1968).

The explanation of underachievement has led to the search of circumstances, attitudes and interpersonal relationships in the home. What is of interest is parental dominance, power balance within the family, ethnic values and early dependence training. Greater achievers have greater encouragement from the parents towards success in their work. A warm atmosphere results in good achievement. This leads to parental approval of vocational goals, more sharing of ideas, activities and confidence, more affection and more encouragement with respect to achievement so that examination irregularities could be eliminated (Hill,1968).

It is very easy for teachers to say that pupils are underachievers not considering the fact that they are taught in a dull, inadequate and rigid school environment. The underachiever fails to reach the high goals set for him. The underachiever sees what he is taught as of no value outside the school. The underachiever questions the worth of goals. The parents need not set goals for children because they may be too high for children thus they would be discouraged and find themselves underachieving. If the teacher

discovers that the child is underachieving, he should call the parent and discuss the matter with him or her. The teacher should inform the parent about the causes of underachievement. The teacher should tell the parent to have interest in the child's education. The child needs the motivation, encouragement and love of the parent. The parent should help the child in his school work so that examination malpractices could be avoided. Some underachievers copy in order to pass the examination (Hill,1968).

Some parents expect children to achieve more than they could. This may also cause underachievement. If a parent is a doctor, he expects the child to be a doctor too. Hill quotes McNassor (1968:47) who says that the pressures on children to achieve more than they can, to do better, affects them mentally. We cannot expect children to become creative if they feel continuously under pressure to compete for the best grades. The underachiever needs an enjoyable process of education. The other way of helping the underachiever is that of showing the child that he is not a failure. He must be given an opportunity to work independently, choose areas which interest him and work at his own pace. Thus examination cheating could be eliminated.

The child may be gifted in other aspects e.g. art and music. Gnagey (1969:49) tells us that there are many aspects of children that are more important than intelligence. They include health, social adjustment, the appropriateness of the home environment and the classroom environment. An example is that of Billy who is 10 years old and a third child in the family of six. When his mother is in a good mood she tolerates Billy's rowdy behaviour, but when she is upset she makes new rules that Billy and his sisters and brothers have never heard before and they are punished severely. There is no time to do homework in Billy's home. The parents have taught him to value more highly the day he can leave school than school itself. Billy is repeating the fourth grade level and both he and his classmates accept the fact that Billy

is the dumbest in the class. This is confirmed by his report card. Billy's IQ of 90 is within the average range. It represents only nine tenths as much mental growth as the child with an exact average or 100 IQ. Nine tenths of his 10 years makes him more like a nine year old to begin with. Instead of being more than two years behind in school work, he is only one year behind.

If looking at his pre-school home environment you find that there were no crayons, pencils, paper and picture books. His eye hand co-ordination and learning how to learn skills were still immature when he entered the first grade. He could not learn what he was supposed to learn but he was clever enough. By the third grade these skills were matured but the first steps in reading were no longer being taught. He had to stumble along the best he could on his own. Most of the things remained unlearned or mislearned. Billy was also disturbed by his mother's conflicting commands for a long time. His listening skills were affected.

Billy does not share the social values of his teacher and classmates. He has developed unacceptable deficit and aggressive modes of adjustment. He learned from his mother's harsh punishment of his innocent mistakes that it is better not to try at all.

It is of importance that the parents and teachers have the common aims in education so that the buying of stolen papers could be eliminated. Wiseman (1966:170) says that if parents believe in education, if their aim is similar to that of teachers, then the child has an advantage over pupils who come from less conforming homes. The child would learn and become somebody in the society.

Parents who are not interested in the education of the child may affect the child's performance. Craft (1970:79) is of the opinion that the difference between the social classes is in the

facilities which help or hinder the pupil while doing the work. This may also be caused by parents' attitude towards education. You may find that the parent is interested in music, television and entertainment. School progress may be affected by facilities at home which affect the child while doing the homework. Some pupils look after babies at night and hardly find time to study. It has been suggested that students who have problems in doing their homework at home may be accommodated after school. Poverty too may hinder the child's progress. Some parents tell their children that they would not afford to pay for them at school beyond the minimum age for leaving. Financial difficulties produce pre-mature and early school leaving. This may also lead to students involving themselves in examination malpractices in order to pass the examination because they cannot afford to repeat classes because of financial problems.

There should be a study room where the child studies. The parent should look after the child when studying. The parent should help the child if he has problems with school work. If he cannot help the child he could ask a friend who knows the subject to come and assist the child. The parent should have interest in the education of the child. He or she should motivate the child to study so that the child could pass through his efforts. The help given by the parent could encourage the child to pass, thus examination malpractices could be avoided.

The parental encouragement of school progress is seen when parents provide good facilities for quiet study and homework. Not only facilities are needed but also encouragement of the child to pass. Most of the parents are ignorant on how to supervise homework.

The underachiever who does not get the necessary support would also underachieve in the world of work. This means that the pupil would be frustrated in life. People would progress all over but he would remain where he is. The pupil may also have a problem of

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choosing a right career. Underachievement must be taken into consideration at school and not only for the child's self image but also for the utilisation of manpower.

The researcher's opinion is that there are parents who are overambitious. If the parent has one child he or she expects too much from the child. Most of the underachievers rebel against parental pushing. These parents believe that the child should be perfect. This is usually caused by the parents' own inability in the past. The child becomes the victim of the parent if he comes second. Thus examination malpractices are promoted because pupils copy in order to meet the parents' demands.

Most of the underachievers come from homes where the necessary study background of parents is limited. Parents themselves did not obtain high academic qualifications. They have a low level of aspiration. That is why they do not see any need for the child to stay long at school. These parents do not encourage the children so that they can realise their intellectual abilities. This is not only caused by their limited education but also the negative attitude they have towards the school which leads to irregularities during examination (Engelbrecht and Lubbe, 1981).

The problem of indifferent parents towards education is common among lower ranks of the socio-economic strata. Such parents are indifferent even to excellent achievement on the part of the child for they would otherwise be happier if the child works to augment the meagre income of the family. Such parents are pressurised by the socio-economic development to have the pupils going to school, but they lack the full support that the child needs most. Pupils become emotionally clouded, develop a distaste for school; extreme bitterness and sense of worthlessness especially those endowed with intellectual prowess. Such pupils suffer emotional malnutrition and they seek satisfaction by diverting their

intellectual energy in wrong directions. Pupils from intellectually arid homes and non-stimulating homes in the low socio-economic class, ultimately drop out. Sometimes other pupils are goaded by the desire to improve their future chances in education because they see economic independence as an outcome of success in education. This is why some pupils resort to buying stolen papers because they are lazy. They do not use their abilities as expected. They look for short cut ways of passing examinations. We must remember that most of the underachievers lack motivation from parents as they want to pass the examination. They think the best way of passing an examination is to get into the examination with ready answers. Some underachievers are from poor families so they cannot afford to repeat the class. They try by all means to struggle for a pass. The underachiever may achieve a pass through cheating.

Some students are lazy to study a lot of work. As a result they register for a few subjects. The Natal Witness (1987) reported that six high school pupils had been expelled because they intended writing less than six subjects as private candidates at the end of the year in defiance of the Joint Matriculation Board. My opinion is that these students were lazy to do their work. They had no confidence in themselves and did not want to fail the other three subjects. So they thought the best thing would be to write only three. The other reason may be that they were lazy to study a lot of work. They did not want to study extensively in a consistent manner for the whole year. They wanted to relax.

3.4

PARENTAL PRESSURE AND OVERACHIEVEMENT IN EXAMINATIONS

Some children perform better than they were expected which means that they overachieve. Ehrlich (1982:11) defines "overachiever as a figment of someone's imagination. If a child performs at a higher level than we would normally have expected, then our estimates were wrong not the child's performance". There are

children who work very hard and the results reflect this effort. Sometimes these children may be motivated to work hard or at times they may be forced by parental ambition to unusual effort. The performance cannot exceed the capacity. That is why you find children involving themselves in malpractices e.g. buying of stolen papers or getting into the examination room with books because they want to satisfy the parents and perform exceptionally well.

Children may be gifted in different aspects e.g. art and music. According to Hildreth (1966:16) giftedness in young children refers to special talents. The gifted child is the one who is especially talented in music or art as in a case of a child who can do complex mathematics computations in his head.

Some pupils achieve well in every subject taught at school whereas others achieve well in some subjects, not in all of them. Pupils who achieve very well in all school subjects or in extra curricular activities are gifted or talented. Experts say that high giftedness is the same as intellectually high giftedness. They also say that intellectually highly gifted pupils do not encounter problems in any subject. Other experts say that a highly gifted pupil will be exceptionally good in one or two subjects (Engelbrecht and Lubbe, 1981).

The researcher's opinion is that some parents see their children overachieving and think that they are gifted. That is why the researcher explains giftedness. Giftedness means that the child is talented whereas with overachievement the child performs well because of motivation. The child works hard to overachieve. Thus examination malpractices could be eliminated.

Highly gifted should be used to mean those who achieve well in subjects and those who are talented in extra mural activities. It is also better to classify pupils who achieve well in all subjects

as intellectually highly gifted and those who achieve well in one or two subjects as specifically highly gifted.

For the gifted pupils to continue achieving well they must be identified in the pre primary school and they should attend a special school with education programmes which will suit them. There should be a special committee at school which could identify the gifted pupils. This committee may include the principal, experienced subject teachers, school counsellors. Clinic and other experts can be included in the committee. If pupils of the same ability are taught together there would not be the less gifted who would want to cope by involving themselves in examination malpractices.

Giftedness has widened in recent years to include excellence. It includes also those individuals highly talented in music, art, social leadership and indeed anyone who shows consistently remarkable performance in any worthwhile line of endeavour. Long ago it had been thought of a gifted child as one who scores high marks in all the subjects, not taking into consideration the pupils who were talented in music, arts and craft (Behr,1975).

Some parents may see their children achieving well, that is, working hard and their efforts being reflected in the achievement and think that they are gifted. A gifted child is born with exceptional intelligence but he can also work hard to overachieve. The overachiever works hard to overachieve but an overachiever is not gifted. Some parents have a tendency to tell children what to do. The child may overachieve in certain subjects and the parent would think that the child can do everything. The pupil encounters problems when doing subjects which he is not good at. That is why they copy in order to pass the examination.

Some parents expect children to achieve more than they could. Torrance and Strom (1967:44) maintain that some parents treat

their children as if they are them. They want their children to be what they were not. Other parents look upon their children as different persons from the start.

Some pupils involve themselves in the buying of leaked examination papers because they want to satisfy their parents. Torrance and Strom (1967:28) say that realizing that promotions, honors, awards and scholarships are based on marks, many parents choose an objective for their child in the school. Underlying the pressure which is imposed on the child is an assumption that most have high grades if they work very hard. This often results in performing more badly than his industry would normally permit him to make. Pupils whose work has become grade oriented fail to get a grade and even lose that which is within their reach.

There are parents who suggest for their children which subjects to do at school, not considering their abilities. Some parents may encourage their children to go on with education even if they realize that they are not clever enough to stand a chance in Tertiary education. The pupils copy in the examination room in order to pass the examination.

The child who passes is motivated to work hard and the one who fails is discouraged. Duminy and Du Preez (1980:70) continue to say that failure tends to develop a negative attitude on learning. If the child fails he is discouraged and develops a low self-esteem. He sees himself as someone who is hopeless. The child will hate the school just because he performs badly. If the child is continually frustrated in learning, that is, not meeting the parent's expectations by gaining low marks in tests and examination, it may happen that the parents expected more than the child's abilities which the child can never reach. If the child is faced with school problems it is the sympathetic, understanding and encouraging parent that will motivate the child to persevere in his efforts and not to give up. If the child is expected to

achieve more than he can by parents, he will be forced to meet the parents' expectation through cheating. The Daily News (1984) reported that matriculants claimed to have written the History standard grade paper knowing all the contents. They claimed that the papers were sold like hotcakes in townships. A witness said that they were busy studying at a certain school when someone came and asked if they had money as he was selling the History paper. Those who lived nearby ran home and came back with money. Apart from creating a bad name for black education it undermined the confidence in honest and upright pupils. Some pupils may be forced by parental pressure to buy stolen examination papers.

The child wants to be appreciated in what he is worth and may tend to react sharply against any direct or indirect imposition of adult expectation on him. If parents expect the child to overstretch himself beyond his intellectual ability, this may generate resentment towards teachers and parents. He may ultimately drop out of school being disgruntled and frustrated because his efforts were not appreciated. Pupils who leave school because parents expect them to be intellectual machines often turn out to be socio-pathological problems. The tendency of parents to expect pupils to perform beyond their natural ability is common among the educated blacks, sometimes where parents choose the curriculum for pupils regardless of their aptitude. Sometimes pupils copy to pass the examination because they want to make their parents happy.

On the other hand, educated parents may wish to compete with their neighbours, who are less wealthy. They therefore wish their children to beat those of their neighbours academically. If the children cannot make it, they become unappreciative and emotionally frigid towards their children. Adolescents are highly sensitive, so they quickly notice that after a hard trial to please the parents, they may despair utterly and will be withdrawn and swell the ranks of bitterly resentful socio-

pathological elements. Such pupils become a social problem in a changing society whereas they could have fitted well in other creations other than the intellectual field. The child becomes the sacrificial goat, because the father is a model of productive achievement and must be emulated at all costs for higher status to be maintained while this may be harmful to the child whose intellectual endowment is slender. The parent is morally bound to encourage the child to improve, but it is morally unjustifiable to strain him to achieve beyond his intellectual ability because the parent wants to maintain his social standing. This can also be didactically rejected because pupils have to be placed according to the ability of others instead of placing him against himself. This could promote examination malpractices because pupils copy in order to pass the examination.

Some parents choose careers for their children, e.g. if a parent is a doctor he expects his child too to be a doctor not considering his aptitude. Some parents want to do everything for the child when the child wants to be independent. This is the reason why some pupils rebel against their parents. Those who do not rebel try by all means to do as parents wish. If their intelligence is not so high they devise means of passing. This is why parental pressure may lead to pupils involving themselves in malpractices. Some children do not want to disappoint their parents. Some parents go to the extent of punishing pupils who do not achieve as they wish. To avoid punishment the child would struggle to make the parent happy. What is not good is that the child may struggle in a way which is incorrect and which may be harmful to him. The Natal Witness (1987) reported that results of some schools were not released because of suspected irregularities. If the Principal and the department were convinced of any irregularity the exam candidate would be given an opportunity to state his or her case. If the department was not convinced by the candidate his or her entire examination result would be cancelled. Some students perhaps involve themselves in

examination malpractices because of parental pressure.

3.5 VOCATIONAL WORLD

Pupils are educated so that they could get well paying jobs. Some pupils may involve themselves in irregularities because they are interested in well paying jobs. According to Child (1981:331) each and everyone has to be employed. A person may be employed after secondary or higher education. The education system tends to ignore the shaping of the career. Long ago people did not match talent and the work they did but it was a matter of a chance. People got involved in jobs which they did not plan to do but just because there were vacancies. Child (1981:333) continues to say that there are three types of job choices viz. fantasy choice between the ages (6-11 years). This is when the child chooses a career when seeing somebody who does it or hears about the description of the job without knowing the qualification necessary for the job. Children like to satisfy their pleasure without thinking about the complications of the career e.g. Bricklaying. The child lacks the outcomes of the choices made. The tentative choices are mostly found with adolescents (11-17 years). The transition from the fantasy period depends on the maturity of the individual and his experiences. The adolescent makes very few commitments about occupational choices. Most of the adolescents choose the career according to the status e.g. Doctor, or lawyer. The realistic choice is between the ages (17-20 years). The child is now mature enough and can match his personality and the kind of job he wishes to do. The child is now aware of the trend he has to follow. The child is also aware of his abilities. At this stage they choose careers like teaching or nursing.

The school should take into consideration the career development when teaching the child. Lucas (1984:216) says that vocational education should be structured as a developmental process in

schools. Each and every school should involve itself in the career of the child. Vocational experiences should also be included in teaching academic skills. Each and every student must leave school with a skill of doing a particular job. The school must be responsible for all pupils until they leave school and find a suitable job for themselves to avoid examination malpractices.

The careers of pupils should be developed at an early stage. Barrow (1981:59) maintains that vocational courses should form part of an educational curriculum. If vocational courses are part of the curriculum pupils will develop their careers earlier, e.g. the university degree, law or medicine is vocational as well as educational. If we look at most vocational courses we notice that they are not educational, but that does not mean that they should not be included in the school because schooling is about more than education. The school should help pupils to match their talents with future employment.

The pupils should choose careers which match their personalities for best results. Lindhard et al (1985:196) say that when choosing a career it is important to match your personality with the type of job you wish to do. Although in most jobs you find that there are people with different personalities who succeed in doing the job. The physical characteristics should be considered too because a person who usually suffers from headache cannot work in a noisy place. You should also look at your abilities, that is, things you do well and easily. There are different types of abilities e.g. numerical ability to be good at working with numbers, verbal ability, that is, you are good at communication and practical ability which is being good at doing things. Artistic ability is being good at drawing and being creative. If pupils choose careers in which they are best, there will be less involvement in examination malpractices because they will be interested in what they will be doing.

Parents may help children choose their careers but not to dictate to them what to do because the child may not be interested in the career chosen by the parent and may encounter problems if the child follows it. The parent may guide the child. Ehrlich (1982:111) says that the parents play an important role in the career choices of their children. This is important with the gifted because the home's impact does affect the choice made e.g. Puccini's mother wanted her family's musical history to be continued by her children. She chose Giacanio and she used all her efforts training her. Fortunately she was successful. Louis Bromfield's mother wanted to have a writer in the family and Louis her son, had to carry out her goal. The choosing of careers for children on the part of the parents can be dangerous. Parents should provide opportunities or learn about different careers. The parent should be a guide, supporter and educator but the ultimate choice must be left to the child. Parents cannot be the sole influence in the rearing of children but many other people may be involved. There are those people who are in contact with the child because they give services to him e.g. doctors and nurses. There are also friends who visit the home. There are also impersonal contacts e.g. radio, television, books, magazines and newspapers have an influence on the child. Some parents think that they alone may control what happens to their children. Thus examination malpractices are encouraged.

Some parents want to meet social standards through the child. This is why you find some pupils engaging themselves in examination irregularities because the parents have chosen the careers for them, e.g. if the parents want a child to be a doctor it means that the child has to score very high marks in science subjects in order to be accepted in the University. The child may not be capable of scoring high marks in these subjects when considering his aptitude. Because the parent wants him to go to the university the child may find himself copying in the

examination room in order to succeed. There may be other students too who have the same problem of following the careers chosen by the parent. They may plan to help each other in the examination room. Even if the child can score the marks wanted he may encounter problems of following a career he does not like. The other problem may be that he may not cope with the next level of education because he may not find a chance of copying. Most of the things done in medicine may be practical and it is difficult to cheat because the lecturers watch you doing the practicals. The child may find himself hopeless in the job and the parent will have to be blamed.

Some pupils help each other in the examination room in order to pass the examination. The Natal Witness (1984) reported that twenty five pupils in a certain school had identical answers in a matric exam paper which led to all their examination results being cancelled. These students too may have had a problem which led them to cheating. They thought that they were helping themselves only to find that they made things worse because all the results were cancelled.

After doing a certain work a person expects to be paid. There are two types of work, that is, paid work and unpaid work. According to Lindhard et al (1985:185) work is something you do with an aim and it requires effort. After doing that activity you may be paid or not paid. Paid work may be being a teacher, a nurse and a taxi driver. Unpaid work may include the school work which is done by the pupil and mother's work at home.

Most of the people work in order to fulfil biological and social needs. There are some people who work just because it is a natural activity. People who are not working are bored and unhappy and they envy people who are employed. The people who are unemployed do not have money to look after their families.

The employed people can fulfil the biological needs and find a sense of security.

Some people work for social benefits. They enjoy to be with others at work. They like to share ideas with a group of people. They are also respected for being good workers. Some people are happy to know that they know the job and they are also contributing a lot to the economy. The person has also learnt some skills about the work. Some pupils copy because they also want to pass and work.

There are many people in the world who suffer from unfair employers but they stick to their work because they have to maintain their families. Even then there are people who are happy in the jobs they are doing. Every person wants a good steady paying job. At work one must have a good supervisor and be happy. What is of importance too is that the job should have pension at the end of one's working life.

It is necessary for the woman to work in order to help her husband. Usually the money earned by the husband cannot satisfy the needs of the home. Women have proved that they can work. They can follow any type of occupation now. Women have realised the importance of being trained and they are preparing themselves for different careers. That is why they buy stolen examination papers to pass and get certificates.

Different people work in different places e.g. farms, forests, mines, factory, offices and in banks. All these places are part of the economy. There are four sectors of the South African economy e.g. agriculture, forestry, fisheries, mining and quarrying, manufacturing and service sector.

Some students involve themselves in examination malpractices because they want certificates which will enable them to get good

paying jobs. Lindhard et al (1985:191) stress that long ago people earned R100 a month. Because of inflation one would need R670 to buy what he bought with R100. The salaries of people are increasing in order to cope with inflation. The cost of living is different from town to town. Usually people who work in big towns are better paid than people who work in small towns for the same job. This is because living in town is expensive so the person has to cope with the cost of living. When there are very few people who can do the job, the employers attract people with high salaries. There is usually a shortage of well qualified and educated people, that is why they are well paid. Educated people have spent a lot of money on education and they were not paid while studying. That is why this is reflected on their salaries. A person who has passed standard 10 stands a better chance in the job market than a person who passed standard 6. A skilled person e.g. University graduate will earn much more than those who have a short training on the job. A person who is experienced in a job is better paid than the beginner in the job. This leads to students wanting to pass matric because it gives them an entrance to different types of good paying jobs. A person who has passed standard 10 gets a good job. Some students find short cut ways of passing examinations so that they can get these paying jobs. These students may be tempted to buy themselves stolen examination papers just because they are desperate to find work. Some of them are desperate to train for better paying jobs.

The department withholds results if malpractices are suspected. The Natal Witness (1987) reported that the department withheld matric results of a certain school because irregularities were suspected during the writing of certain papers. The department asked the affected scholars to submit written explanations proving their innocence. Failing this they would rewrite the examination. Quite a number of them were found innocent. Students are so desperate that they find themselves in trouble. Each and every student wants to pass matric. Some of them hope to pass through

cheating. These students would encounter problems in the vocational world. They are desperate to meet problems.

The pupils who cheat would practice this in the vocational world and they might lose their good paying jobs. They would have a bad record in the work they would be doing. If they are trainees they may be disqualified because the lecturers would think that, that is how they passed their matric. These pupils adopt a bad habit which would give them problems in the vocational world. Cheating in the examination room is the same thing with stealing. So they may find themselves stealing goods or money where they work because they are used to it. If they are not caught for the first time they would take for granted that they would not be caught even if they do it the second time. They might be unfortunate and find that when they are caught even if it could be after ten years of stealing, they might get a life punishment which would be for the other times when they were not caught cheating. It would be too late for tears then.

3.6

CERTIFICATION AND QUALIFICATION THROUGH COPYING

Each and every pupil who writes the standard 10 examination is expecting to get a certificate which will enable him to go to the University or get a good paying job. This is the reason why some students perhaps copy in the examination room in order to pass the examination. According to Christie (1986:190) the term certification referred to the obtaining of certificates after a certain achievement at schools, colleges or universities. Certificates and qualifications are today used as prerequisites for getting certain jobs. One must bear it in mind that they do not guarantee one a particular job he might have been trained for. There is no better paying job that one might get without producing a certificate stating that he is capable of doing that particular job. In almost all the certificates there is a common statement that gives one some ground of claiming that he is trained for a

certain job. It states thus:

"This is to certify that so and so has fulfilled the requirements of being whatever profession it may be be it a lawyer, teacher or doctor, etc."

Once you are in possession of a certificate, you are definitely sure of the rewards of education ultimately. At the same time, you must expect some disappointment of not getting what you want though you might be having the necessary qualifications.

A certificate is an entrance to whatever position that needs an educated person, such as high ranking posts. It is quite obvious that qualified people do deserve positions like higher status and perhaps high salaries. We can have a look at clerical jobs as an example, which sometimes requires Senior Certificate. There are questions that might rise up such as:

1. Does a Senior Certificate indicate requirements or training for a clerical job?
2. Why do they say "a person with at least a Senior Certificate is recommended?"

To answer the above questions a Standard 10 certificate does not indicate the necessary requirements. To prove this statement a person with a Senior Certificate (Science subjects) can be appointed to the same clerical job with a person having also a Senior Certificate (General Subjects). To answer the second question once one has a Senior Certificate which is the highest level at schools, one shows the ability of doing certain jobs as long as it does not need a thorough training. Some pupils perhaps buy leaked examination papers so that they can pass standard 10 and get good paying jobs.

In the case of certificated and qualified people holding high positions, it is surely correct because these people have worked very hard for them. They have spent a long time in studying with the hope of achieving their goals. They might not be that much good in doing their job for the first few weeks but after a short while, they become capable in applying their intelligent knowledge they have gained at school. You might be very good at doing a certain job, but if you do not have the necessary certificate, you will not be recognised wherever you might go to and look for a job. That is why some pupils are likely to involve themselves in irregularities in order to pass and get certificates.

The certificate is the proof that you have been trained to perform a certain job. According to Christie (1986:191) a person must have a certificate in order to perform a certain job. In our society we cannot do certain jobs if we do not have qualifications for the job. People are not trained without certificates.

This leads to some matric students wanting to copy so that they can pass and have certificates which will be an entrance to most of good paying jobs.

Some of the students writing the standard 10 examination involve themselves in examination malpractices because they are interested in certificates. They buy leaked examination papers in order to pass the examination. The Natal Witness (1986) reported that matric papers were sold in the township between R25-R50. The History and English language papers were available before they were written. Disconsolate students in three schools who wrote the same exams approached teachers after writing the English paper saying that they feel 'cheated' because many students had studied the paper before it was written. A teacher in another school found evidence of the exam leak when he confiscated a pupil's paper after he had caught her copying. She had a piece of paper below her script and the teacher confiscated it. She had written

answers. There is no doubt that she had somehow got access to the paper before it was written.

Most of the students think of certificates only and forget about the knowledge they are supposed to have. One cannot imagine a teacher with a matric certificate who cannot express himself in English. A person is paid according to the certificate he has. For instance a teacher with a junior certificate is paid less than a teacher with a matriculation certificate.

In fact having a certificate does not mean that you are excellent in the work you are doing but you are at an advantage to do it because you have been trained. A person with a matriculation certificate is thought of as learned. With a matriculation certificate you can do a lot of jobs. You can choose the one you like and leave the one you do not like.

Parents fight for their children to pass matric because there are jobs which children can do with a matric certificate e.g. the child can do a clerical job and they are highly paid. Some of them can work in banks. They are qualified for that kind of job, and most of the work will be learnt in the bank. This is the reason why students writing standard 10 examination copy in order to pass because they want to get work with their matriculation certificates.

The curriculum for Blacks usually plays no part when the child chooses a career. A law student starts new subjects at the University. The child at matric level does Physical Science, Mathematics and Biology which is useless if the child is going to study law. The child will encounter problems with this degree. It could be easier if the child had a bit of background. Some of the things will be learnt on the job. Learning on the job is sometimes more important because one does not theorise. Everything is practical. Information that people learn while they are

training often becomes out of date. People should keep on upgrading themselves in order to be knowledgeable.

The society in which the pupil lives may perhaps promote examination malpractices if it respects people with matriculation certificates. The pupil would involve himself in irregularities in order to pass the examination and be respected by the society because of the matriculation certificate. Learning depends on the society one lives in and also the time period. At one time a Junior Certificate was an entrance to different kinds of jobs. It went up to matric. It goes without saying that it will soon be a degree. The person who is satisfied with his qualification will be in trouble one day. This does not mean that the job has changed. It is just the same but the problem is that everybody has the certificate.

Having a certificate does not always mean that you are intelligent but you were able to go to school. Many people would like to further their studies but they cannot afford the money to pay required costs. One finds that some of the people who possess certificates have taken very long to complete their courses because they have been failing to obtain the necessary grades. Other people persist until they complete their courses because they can pay required fees. That is why sometimes certificates may merely indicate that people are from a privileged background (Christie, 1986).

3.7 REWARDS OF EDUCATION ARE THROUGH EXAMINATION

A human being is the most fortunate creature made by God. He is born with all capabilities of moving and talking to his fellowmen so as to facilitate communication between them. There are a number of invisible possibilities which are considered to be innate in the child. The psychic life of the child can only be developed through education.

The education of the child starts at home with informal education. This type of education has all prerogatives of being labelled as basic education. Educational rewards were there since the origin of man as long as people involved themselves in some kind of education. Some pupils perhaps involve themselves in examination malpractices because they are interested in rewards of education.

The Longman Dictionary of Contemporary English (1978:950) defines "rewards" as "gains that come as a result of doing something". No one can be able to get rewards of education if he is not educated. One must work very hard to get the rewards of education; thus copying in the examination could be avoided.

The rewards of education may also promote examination irregularities because some pupils would like to enjoy rewards of education. The rewards found after education can be classified according to material rewards, social rewards, intellectual rewards and emotional rewards. If we talk of material rewards we mean the touchable objects which can only be attained by achieving the goal of education. There are various types of such rewards of which their significance depends upon the interests of an individual. Many people today prefer material rewards because to them and to everyone else these symbolise the hardships of studying at school. The following are rewards in order of priority according to most people:

1. Money

It is earned after one has worked. To get more money, one is expected to be educated. His education needs the same money for its financing. Here we are involved in some kind of rate of return approach.

2. Clothes

We need to protect our bodies. Besides the fact of protection, many people are fond of clothing fashions. To be up to date with clothing as it is the case with most of our ladies, one has to spend a lot of money.

3. Car

When one has provided himself with the above materials, especially young males, one thinks of buying a car. He assumes a car facilitates whatever process or movement he undertakes. Some people even say that "a car is the first thing that I am going to buy with the first payment". This shows that a car is regarded with esteem. Everyone may possess a car, but the type of car one owns may be an indication of the reward of education e.g. Mercedes Benz, B.M.W. and Cressida, etc.

4. A well furnished house

Every person is in need of shelter where he will sleep and calls it a home. Many educated people buy expensive houses, and are helped by subsidies. They build very beautiful houses which are well furnished too. Most of the pupils would like to enjoy material rewards. That is why some of them copy in the examination room in order to pass the examination and get a certificate. The certificate will enable the pupil to get a well paying job which will help the pupil to attain material rewards.

Social rewards include:

1. Friends

In every institution, people are coupled in friendship. Once one is educated he finds educated friends. These people

share common ideas. There is no one who feels inferior to the other. They speak the same language and understand each other.

2. Status

According to Hebding and Glick (1976) statuses are occupied in one of two ways i. e. either by ascription or by achievement. We accept the latter which is the acquisition of status through achievements in education. Hebding and Glick (1976:113) say "it is through individual's own efforts and skill that she or he occupies an achieved status. Only through many years of education, study and practice do individuals achieve these varieties of statuses "such as being a teacher, lawyer or doctor."

3. Respect

An educated person is respected by the society. They respect him because of the many years he has spent at school. An educated person is thought of as knowledgeable.

4. Spouse

People usually get spouses who are also educated. It is just not easy to get a good partner that you can marry away outside your field. It is very rare to see a graduate teacher marrying a shop assistant unless due to certain circumstances. He will make it a point that he takes her back to school to improve her education. For example at the university a B. Sc. student gets involved with another B. Sc. student. An educated person is respected by the community. Educated people marry one another. Some pupils perhaps buy leaked papers so that they can pass the examination, be recognised by the community and enjoy social

rewards.

Intellectual Rewards

By intellectual rewards we mean knowledge and perhaps nationalism as characteristics of intellectualism. In psychopedagogics it is said that knowledge starts existing from the time when experience takes place. It becomes the task of learning to actualise that possessed experience i.e. knowledge (Sonnekus, 1985). This question of knowledge is advocated by Ferreira in Sonnekus (1985:53) who contends that "as the child grows older and learns more, his possessed experience (knowledge, skills, insights, etc.) increases qualitatively and quantitatively and this offers the child the possibility to more objectively judge matters, relationships, codes of behaviour norms and values". On the side of nationalism well-educated people always base their arguments on reasons. Their reasoning power reflects how much intellect they possess. An educated person develops originality and critical thinking. He or she is knowledgeable and bases his arguments on reason. Some pupils are likely to involve themselves in examination malpractices in order to get certificates so that people could think of them as having intellectual rewards.

Emotional Rewards

These rewards include leadership, friendship, governorship and development of a sense of appreciation, admiration and tolerance. The more people get learned the more they become aware of the injustices of their country. Some students buy stolen examination papers so that they could be appointed as leaders because of the emotional rewards of education.

The way to the rewards mentioned above is through examination. To

qualify for a certain job you have to pass a certain examination. You have to produce a certificate or a report stating that you have passed. Most of the employers are impressed by scholastic achievement. Tertiary education too admits pupils who have done well in their matriculation examination. Seemingly matric is a bridge to rewards of education. A matric certificate opens many doors for the pupils. It is necessary for every pupil to get this certificate. There are many well-paying jobs which the pupil can get if he has a matric certificate. If the pupil passes well he can even get scholarships to study abroad. This is the reason why some pupils involve themselves in examination malpractices in order to pass the examination; they want to get well-paying jobs and scholarships.

Every pupil is fighting to get this matric certificate. Most of the pupils envy the people who are enjoying the rewards of education. They are just counting years to reach that stage. They cannot afford to fail the matric examination. Some of the pupils interview people who are enjoying rewards of education about the work they do. They become very much impressed when they hear about their work. They wish they could do the same jobs. Pupils see the educated people as living a luxurious life. Educated people are also respected by the society. Matric pupils too want to be respected by the society because of their education. This leads to some of the matric pupils involving themselves in buying of stolen examination question papers. Some of the pupils are not so intelligent. Consequently they ask other people to answer the question paper for them. When the paper has been answered the pupils fail to study the ready answers. What they do is that they enter the examination room with small pieces of papers from which they will copy. What will happen is that the pupil who has ready answers may not be the only one. All those who were involved in discussing the paper will write the same answers. These students may not be seated next to each other. There will be a query. How can fifteen students in the same school

write one and the same answers even if they are wrong. The pupil who is copying in the examination room may also show his neighbour the answers so that he cannot report him. So the two pupils sitting next to each other will have the same answers. When the papers are being marked the examiner will notice this and he decides to investigate the matter.

Some pupils discuss the paper in the examination room and write one and the same answers even if they are wrong. The Natal Witness (1987) reported that some pupils worked in groups in the examination room during the writing of the mathematics paper. Incorrect similarities were discovered in scripts of some of the pupils. Results were retained by the department. It is asked why the invigilators did not penalise the pupils. Pupils were asked to write or go to the department offices to explain.

Matric pupils are very much desperate. That is why they struggle to pass and involve themselves in examination malpractices. They devise means of going through matric, such as buying of examination papers. Some of the ways become harmful to them. When the department suspects irregularities results are cancelled.

3.8 CONCLUSION

The community should form part of the school. Pupils spend most of the time in the community. The community has an influence on the pupils. The community must be aware of the aims of the school so that it can help in one way or another. If the community is part of the school it will have a positive influence on the pupils. Negative influence by the community may be caused by misconceptions. Once they understand the aim of the school they will fight for the improvement of the school. If the community does not form part of the school it is easy for the community to help pupils with stolen examination papers. The community would not be aware of the fact that they are destroying the future of

the pupils.

Parents should be invited by the school to see what is happening in the school. Parents should be involved in committees like teacher-parent associations. The school can invite parents to attend occasions like speech day, prize-giving days, concerts and sports competitions. The teachers must inform the parents about what is happening at school. The teacher and parent must have a common aim to eliminate examination malpractices. Once they have the common aim the parent will motivate the child to learn and there will be less irregularities during the examinations. Ignorant parents may also find themselves encouraging the pupils to buy stolen papers because they do not know the aims of the school. In this way the parents will think that they are helping the children.

A child from a warm home performs well at school. Each and every parent has to encourage the child to work at his best. The parent should be concerned about the child's performance. The parent must also help the child with homework. If the parent cannot help the child he can ask a friend to help so that buying of leaked papers could be eliminated during examination time. It is not only the educated parents who should encourage the child but also the uneducated. Usually parents who have limited education do not motivate their children to learn. This leads to underachievement. The child does not perform as expected. Parental indifference and underachievement may lead pupils to copying because they lack motivation at home. They are lazy to use their brains. For them to succeed they will get into the examination with books to copy from.

Each and every pupil has an I.Q. The child performs according to his capacity. Some parents expect the child to overstretch his ability. They want the child to overachieve. Performance cannot exceed capacity. Some of the pupils drop out of school because

they cannot meet the parents' expectations. Some of them rebel against their parents because their efforts are not appreciated. Some pupils want to satisfy their parents by passing the examination. They may not be so intelligent but they will copy from others or bring material which will help them in the examination room. Some pupils are forced to involve themselves in examination malpractices in order to pass by the parents who expect them to overachieve.

Each and every person has to work in order to satisfy his needs. The person who is working supports his family. The unemployed person is bored and unhappy. Most of the jobs one gets with a matric certificate are good and paying. Some people are happy in their jobs and others are not. If you choose a job you should match your personality with the work. Although there are people with different personalities in one job but they all succeed. It is better to do a job which has benefits e.g. pension. Matric pupils want to get paying jobs. That is why they write having seen the papers because they want to pass and get the certificate.

People who are qualified usually get well-paying jobs. They are paid according to their qualifications. Most of the educated people do stable and well-paying jobs because of the time and money they spent at school. They produce certificates which prove that they have been trained for the job. Employers attract people with high salaries if they have qualifications.

Educated people usually work in offices. Pupils are very much desperate to get certificates. That is why they copy in the examination room. They want to pass and have a certificate. They do not care how they get it. They want to continue with education or look for jobs.

There are different rewards of education, e.g. material, social, intellectual and emotional. Educated people are supposed to enjoy

rewards of education because they have sacrificed a lot of time and money studying. After completing their studies they want to have everything they need. They live in beautiful houses and they drive beautiful cars. Rewards of education are attractive. Each and every pupil wishes to enjoy them. Pupils involve themselves in examination malpractices in order to enjoy the rewards of education.

The next chapter will be based on the methods or procedures used to collect data.

CHAPTER 4

METHODOLOGY OR PROCEDURE USED IN THE COLLECTION OF DATA

4.1 INTRODUCTION

Earlier on it was mentioned that questionnaires would be used for this study. Questionnaires were sent to standard 10 pupils, teachers and principals in order to collect information on the causes of standard 10 examination malpractices. Only high school teachers, pupils and principals completed the questionnaires. Mostly it was the standard 10 teachers who were given the first chance to complete the questionnaire because they are the people who experience the problem.

Teachers, pupils and principals were given a chance to say whatever problems they encountered with standard 10 examinations. They were assured to be free to voice their opinion because the information given would be treated as confidential. They are the people who have the required information. They are in the environment in which examination malpractices take place.

A lot of literature has been read on the topic but literature review needs to be accompanied by empirical research. People who can give the relevant information are the pupils, teachers and principals. That is why they have been chosen as a sample.

4.2

CHOICE OF POPULATION GROUP

The researcher has chosen Umlazi area for the investigation because usually examination malpractices occur in townships. Townships are the first places where stolen examination papers are sold. However, this does not mean that malpractices only occur in townships. They also happen in rural areas but the rate is very high in townships. For instance, if we compare malpractices in township schools and boarding schools, it is very high in townships. Township students have all the time to move up and down looking for what would help them in the examination room. Boarding school students do not have that time, but they rely on the work done at school. As a township, Umlazi may give the required information about examination malpractices.

The people who should be interviewed about the researched problem are those who have the required information. Wiseman (1966:53) is of the opinion that the samples selected should be representative. The research should be conducted on the sample which will give the required information. The information obtained should be the same as the one which could be collected if the whole population was interviewed.

The researcher has selected standard 10 as a sample because they are the people who are writing an external examination. We have heard from the radio announcements and read from the papers that matriculants sit for examinations after having seen the papers. Some of the students enter the examination room with ready answers whereas others copy in the examination room. Seemingly these pupils are having a problem as said before. The study aims at finding out what makes pupils copy in the examination room. Standard 10 pupils were asked questions concerning the teaching learning situation at school. The answers given by the students will give the required information.

Teachers and principals also form part of the sample because they are involved in the teaching and learning situation. They know the problems they encounter during the year. Teachers and principals were asked questions about the problems they are faced with at school. From the answers given by the teachers and principals conclusions were drawn.

Black matriculation results are withheld because of examination malpractices. Innocent students suffer too when results are withheld. Results are released late when colleges and universities are full and students could not be admitted anymore. Students who pass matric in Black schools are not trusted by the outside world. At times the names of schools which were found involved in examination malpractices are displayed in the newspaper. Some colleges and universities do not take students from those high schools. Not only that particular school found involved in examination malpractices is scandalised, but the whole Black nation. Dhlomo (1982) maintains that some employers do not have confidence in Black Matriculants because they think that they passed through examination malpractices. They look down upon Black matriculants. This may be the reason why some companies conduct interviews before a person is employed. If one fails the interview, one is not employed.

The researcher thought that conducting this research would help matriculants not to involve themselves in examination malpractices. When students have heard about the disadvantages of examination malpractices they would pull up their socks and try their best. May be those who involved themselves in examination malpractices were not warned about the disadvantages. Teachers would be encouraged to teach as much as they can so that pupils can pass. Pupils need to be drilled in the work they are going to be examined on.

Teachers were advised about the factors which would help them produce good results. Teachers should be proud of their work. Teachers can produce 100% passes if they want to and they can be proud of that.

Standard 10 pupils too are advised to spend most of their time on their books. They have to work together with their teachers. These pupils are expected to do a lot for the society in which they live. How can the society be helped by people who pass through examination malpractices? The society would not trust such people. Pupils must be made to understand the bad side of cheating. If the standard 10 pupils are allowed to do this they will encourage the young ones to do it.

Just imagine a teacher who has passed through cheating. He will ignore pupils who cheat because he also passed through cheating. This will be a recurring issue which does not arm the Black child with vital knowledge.

4.3

PERMISSION

The researcher visited different High Schools to ask for permission from the principals to conduct research in their schools. The date was fixed when to come and conduct the research. The researcher informed the principal that the research would include standard 10 pupils, teachers and the principal. The researcher introduced the topic to the principals. Most of the principals were interested in the research because it dealt with the problem they experience almost yearly. They were of the opinion that pupils would be afraid of involving themselves in examination malpractices once they have heard an outsider asking questions about malpractices. The research was done at the end of July.

Teachers and principals thought that students would be motivated to do their work and not rely on stolen papers.

4.4

PILOT STUDY

The questionnaire should be pre-tested before it is given to the sample to prove its validity. Mlondo (1987:80) says that it is important that before the questionnaire is distributed to the respondents a pilot study be done so as to validate its practical use. Tuckman (1978:25) maintains that it is necessary to run a pilot study which uses respondents who are part of the intended population but which will not form part of the sample. This determines whether the questionnaire possesses the desired qualities of measurement and discriminability. It is conducted to find out whether the items yield the kind of information required.

The researcher chooses a certain percentage of respondents for the pilot study who form part of the intended population. Ngcobo (1986:137) stresses that the pilot study is carried out with fewer respondents than will be needed in the main study. Ngcobo (1986:137) quotes Ary et al who say:

"It provides the opportunity to assess the appropriateness and particularly of data collection instruments. It permits a preliminary testing of the hypothesis which may give some indication of its tenability and suggests whether or not further refinement is needed."

The pilot study helps the researcher to know whether the questions are valid or the items give the required information. A group of people can be used to test the wording and sequence of items. Mncwabe (1985:91) says that a pilot study yields information concerning instrument deficiencies as well as how it can be improved.

The researcher selected standard 10 pupils, teachers and principals who live nearby as a sample for the pilot study because they have the required information. Some of them may have experienced the problem in their schools. The pilot study sample was 5% of the final research sample. They completed the questionnaire and they encountered problems with some of the questions. They did not give the required information. The researcher had to rephrase some of the questions. Tuckman (1978:199) is of the opinion that if all respondents reply in the same manner in one item then that item lacks discriminability.

The pilot study is of importance because it helps to correct the questions which are not clear to the respondents. Tuckman (1978:226) continues to say that the pilot study uncovers many failings. If inappropriate responses are received from an item it must be examined to see if it is ambiguous or poorly worded. Poor instructions and administration problems become clear when a pilot study is done. If the questions are sensitive you find this through a pilot study. If respondents refuse to answer certain items they need to be desensitized or may be reworded. Mlondo (1987:80) says that through a pilot study certain questions will be revised, unclear questions will be left out and others may be added.

4.5 SELECTION OF THE SAMPLE

The researcher intended conducting research in all Umlazi High Schools but it was impossible because of limited time. The size of the population was determined by the number of schools visited. It was also determined by the time the principal allowed for the survey, that is the time the pupils and teachers were allowed to complete the questionnaire and also the time spent by the principal in completing the questionnaire.

The selected sample should give the required information. Mlondo (1987:82) is of the opinion that the researcher should look for a design that serves the research objectives when selecting the sample. Its definition, measurement and sampling should serve the aim of the project. The researcher selected the sample which would give the same information even if the whole population was interviewed about causes of standard 10 examination malpractices. The standard 10 pupils, teachers and principals were selected as a sample because they have the required information. Standard 10 examination malpractices take place in High Schools. That is why High School pupils, teachers and principals formed part of the sample. Ngcobo (1986:142) quotes Barr et al who say:

"The primary purpose of any sampling procedures is to obtain a sample which within the restrictions imposed by its size will produce the characteristics of the population with the greatest possible accuracy."

The sample selected should give us the information which we would get if the whole population was interviewed. Mlondo (1987:82) supports this when she quotes Helmstadter who is of the opinion that a sample is a representative of the population. For the sample to be truly representative it should give results equivalent to those which would be obtained if the entire population had been used. Biased samples are those which underestimate or overestimate parameters while unbiased samples do neither of these. The sample was randomly selected to avoid biased information. Any standard 10 pupil, teachers and principals were given equal chances to answer the questionnaire.

Each member of the population should be given equal chances to form part of the sample for best results. Mlondo (1987:83) maintains that a simple random sample is where each and every member of the population has equal opportunity to be included in the sample. Tuckman (1978:226) says that random sampling limits the chances of obtaining a biased sample.

The Umlazi area is divided into two circuits, viz. Umlazi North and Umlazi South Circuit. The researcher visited six high schools in all, that is, three from each circuit. The researcher collected information on examination malpractices from six High Schools.

4.5.1 The Principals

The sample of principals included the principals, acting principals and vice-principals. In all, eleven principals completed the questionnaire. The principals were randomly selected.

4.5.2 The Teachers

In each high school fifteen standard 10 teachers were given a chance to complete the questionnaire. If the school had less than 15 standard 10 teachers, standard nine teachers were included in the sample. There were 90 teachers who formed part of the sample. Firstly the researcher thought of including all the teachers found in each and every school but it was impossible because of limited funds. Teachers were randomly selected. In some schools it was impossible to get equal representation because some of the staff members were committed in matters like in-service courses.

4.5.3 The Pupils

The study is about standard 10 examinations. That is why standard 10 pupils form part of the population sample. Pupils were randomly selected from standard 10 classes. In each and every school visited a sample of 50 was selected. The pupils' sample was 300. It would be impossible for the researcher to interview such a big number. This is the reason why the researcher chose a questionnaire as an instrument because it saves a lot of time. It took the researcher about 1 hour to administer the questionnaire.

4.6 THE QUESTIONNAIRE

The questionnaire is the research technique used in this study. Borg (1981) says that the questionnaire is the same as the paper and pencil test. There are no characteristics that differentiate a test and a questionnaire. A test usually contains a set of items which are said to be related to a single variable such as vocabulary that has correct and incorrect answers and provides a score that indicates the individual's level of performance on that variable. The questionnaire contains questions which are aimed at getting specific data on a variety of topics.

There are no wrong or right answers to the questions. There is no total number which is computed by combining the responses of the questionnaire.

The questionnaire can be sent to different people to acquire the information on the researched problem. The questionnaire has been designed to collect information on standard 10 examination malpractices. Sax (1981:244) is of the opinion that the questionnaire attempts to elicit the feelings, beliefs, experiences or activities of different respondents.

Tuckman (1978:196) says that a questionnaire is used by the researcher to convert into data the information which is directly given by a person. By providing access to what is "inside a person's head" this approach makes it possible to measure a person's knowledge or information values and preferences, and a person's attitudes and beliefs. A questionnaire can be used to discover what experiences have taken place and what is happening at the present.

Respondents should co-operate and be objective when completing a questionnaire. They must tell what is, not what they think ought to be. They must know what they feel so that they can be able to report it.

It is of importance that a study be conducted before the questionnaire is sent to the final research sample. Borg (1981) maintains that it is impossible to predict how the respondents will interpret the questionnaire. The researcher has to try them out in a single sample of subjects before the main study. The pretest refines the questionnaire and locates potential problems.

The researcher has preferred to use the questionnaire because it is more convenient and economical although it limits the kind of questions that can be asked and the answers that can be obtained. Tuckman (1978:21) says that it is difficult to obtain from a questionnaire information which is sensitive and revealing. It is also impossible to get answers to indirect and non specific questions.

The questionnaire saves time and money. It reaches quite a number of respondents. This is the reason why the researcher chose it as a research technique to find out what the causes of standard 10 examination malpractices are. Sax (1981:244) stresses that the advantage of the questionnaire is that of economy. Many questionnaires are sent through the mail. A questionnaire can be sent anywhere. Mailing of questionnaires means that more persons can be reached. With the questionnaire each respondent receives the same set of questions which are phrased in the same way. Questionnaires are supposed to give a more comparable data.

The disadvantage of the mailed questionnaires is that it is difficult to check the respondent's motivation. When questionnaires have been mailed the researcher should ensure that all are returned. Each questionnaire that is not returned increases biased sampling. The number of returns depends on the length, the quality, and design of the questionnaire.

The questionnaire should assure the respondents that the information gained will be treated highly confidential and will be used for research purposes only. Tuckman (1978:233) is of the opinion that the mailing of a questionnaire to a sample of respondent includes a cover letter. The cover letter establishes the legitimacy of the study. The cover letter should include the purpose of the study: Respondents would like to know what the data is to be used for to satisfy their curiosity.

This will also encourage them to participate freely. The protection afforded the respondent: Respondents should be assured of their privacy and confidentiality. The letter should indicate whether the respondents should identify themselves or not. If the questionnaire will be destroyed after rostering it should be mentioned.

Endorsements of the study: Respondents like to know which institution is behind the study. If the study is being undertaken as a doctoral dissertation it should be mentioned. If any agency is providing financial assistance for the study it should be acknowledged. Legitimacy of the researcher: The researcher should identify himself by name and position. Request for co-operation: The letter should appeal for the respondent's support. The importance of the study need to be explained to the respondents. Special instructions: The questionnaire should be self-administering although there are instructions on the cover letter.

After a period of about two weeks to a month it is important to correspond with those who have not returned their questionnaires. This correspondence can be another letter requesting co-operation and another questionnaire in case the respondent cannot find the original one.

It was impossible to interview pupils, teachers and principals in schools because it would take quite a long time. It took the researcher about 1 hour to get pupils, teachers and principals to complete the questionnaire. Usually it is the pupils who complete the questionnaire at the same time because the researcher administered it. The teachers and principals asked the researcher to collect theirs later.

Research work should not take a lot of time so that it does not disturb the programme of the schools. Questionnaires enable maximum use to be made of the time allowed by principals in their schools. Quite a big number of respondents could be reached through the use of a questionnaire. Mncwabe (1985:89) quotes Mouly who says:

"Among the major advantages of the questionnaire, say in comparison with interview, is that it permits wide coverage at minimum expense in both money and effort. It not only affords wider geographic coverage but it also reaches persons who are difficult to contact. This greater coverage makes for greater validity in the results through promoting the selection of the larger and more representative sample..."

By using a questionnaire you can have a lot of respondents without a lot of expense in time and effort. It covers a lot of people within a short space of time. The bigger the number of respondents the greater is the validity in the results.

The questionnaire should be very clear as to what the researcher wants from the respondents. Ngcongco (1986:69) says that a good questionnaire reflects a thorough understanding of the field and aim of the study. The researcher must know what he wants from the respondents. The questions should be in a definite pattern. Questions must be in order so that the respondent can orientate himself to the trend of thought. Questions should start from simple ones to complex ones. The format of a questionnaire, that is the physical layout may encourage the respondent to answer it. A questionnaire should be clear and legible.

The researcher tried to make the questionnaire as simple as possible in order to get the required information on causes of standard ten examination malpractices.

The researcher should ask clear questions in order to gain information on the researched problem. Ngcongco (1986:70) cites Behr who says that questions asked should not be ambiguous if the researcher wants to obtain the required data. Questions should be clearly worded. What should also be taken into account is the suitability of the language. The language should suit the level of the respondents e.g. you cannot use the same language for Primary school and University students. For the lower level the language should be simple and straightforward. The background of knowledge of respondents should be considered e.g. you cannot expect Primary School pupils to know about University education.

This study includes both structured and unstructured items. Structured questionnaires are preformulated questions. The respondent is given answers from which to choose his response. Structured questionnaires limit the risk of misinterpretation. This type of research saves time and many questionnaires are returned. Structured questionnaires are easily analysed. The disadvantage of the structured questionnaire is that the respondent may give an answer which does not reflect his feelings. The respondent may answer for the sake of answering. It is best to give possible answers and allow the respondent to write his answer if it is not given, e.g. other specify.

The unstructured questionnaire requires an open-ended response. According to Tuckman (1978:200) it is the response that is open ended not the question. The respondent is free to give his own answer to the question asked. The disadvantage of the unstructured questionnaire is that responses are difficult to score and analyze. Ngcongo (1986:71) quotes Gay who maintains that some of the information obtained through an unstructured questionnaire is extraneous to the objectives of the study.

The response of the respondents depend on the type of questions asked. Tuckman (1978:200) says that open-ended and non-open-ended questions may be identical. What differentiates the structured from the unstructured is the response which the respondent is instructed to follow. With the unstructured questionnaire the respondent gives his or her own answers rather than agreeing with those of the researcher.

The good questionnaire measures what it is supposed to measure. Ngcongo (1986:72) stresses that the validity of the questionnaire refers to the extent to which it measures what it purports to measure. A questionnaire as an instrument is valid for a particular group and purpose. There are different ways of bringing about validity of the instrument. The research instrument should be reliable. Behr (1983:116) says that the more the reliability of a questionnaire the more the validity.

Because of the distances between schools the researcher has chosen to use one technique for all schools, that is the questionnaire for teachers, pupils and principals because they are the people involved in the problem.

4.6.1 Principals' questionnaire

The principals' questionnaire consisted of 26 questions. There were both structured and unstructured questions. The combination of both reinforces validity. Section A of the questionnaire was concerned with the personal particulars of the principal, e.g. age, qualifications and years of experience as a principal in a High School. Section B involved information concerning teachers e.g. number of teachers, teachers' qualifications, teachers' behaviour at school, time table followed by teachers, and when teachers start teaching yearly. Section C involved information concerning the school e.g. absenteeism of students, invigilators' response when seeing the student copying, students with examination papers pass, parents' attitude towards examination malpractices and what they think are the causes of standard 10 examination malpractices. The principals were assured that the information they gave would be treated as highly confidential.

4.6.2 Teachers' questionnaire

The teachers' questionnaire also included structured and unstructured questions. Section A of the questionnaire was concerned with personal particulars e.g. sex, age, qualifications, teaching experience and the teaching subject. Section A includes information concerning pupils, e.g. standard 10 enrolment, attendance, prescribed books, facilities found at school, the disadvantages of students who absent themselves from school and whether students study extensively throughout the year. They were also asked about what affects progress at school; whether students copy and what happens to students found copying. The teachers' questionnaire was concerned with the pupils' behaviour rather than theirs (teachers) because they would be free to say a lot about students. The teachers' questionnaire consisted of 31 questions. The teachers were free to express their views. They have the required information.

4.6.3 Students' questionnaire

The students' questionnaire included both structured and unstructured questions for validity. Section A consisted of personal particulars e.g. age, the class the student is doing, and career he intends following after completing school. Section B included information concerning home, e.g. with whom the student lives, the parents' occupation, the parents' level of education, who pays school fees for the student, studying place at home and who supervises the student at home when studying. Section C included information concerning the school e.g. completion of the syllabus, whether students copy, teachers sit in staff rooms during their teaching periods, students ask invigilators to dictate answers to them and the causes of standard 10 examination malpractices. Students were mostly asked questions concerning teachers because they would be free to say whatever they thought as the cover letter assured that the information would be treated highly confidential and the identity was not required. The students' questionnaire consisted of 36 questions. Some questions allowed the students to express their views e.g. they were asked whether students ask teachers to answer examination question papers for them and they had to give reasons for their answers. The students' questionnaire was in a simple language, it was not complicated.

4.7 COLLECTION OF DATA

The researcher visited schools where she was going to conduct research to ask for permission from the principals. Most of the principals allowed the researcher to conduct research and they were in favour of it. One of the principals was not in favour of it, maybe he did not understand the meaning of research. He asked the researcher why she came to his school and not to other schools. The researcher tried to explain to him that she was visiting all the Umlazi High Schools. Even after the explanation he was not satisfied. The researcher decided to leave out his school. In fact he was not even the Principal but an Acting Principal. His permanent position is that of Vice-Principal. The principal was on leave.

Because of the shortage of time the questionnaires were not mailed but they were sent to different schools by the researcher. In some schools she administered questionnaires herself whereas in some other schools it was said that their procedure was that the researcher left the questionnaires and fixed the date for collection. The teachers administered it when they had the time. The researcher had to explain some questions which gave her a problem in the other schools.

4.8 ADMINISTRATION OF QUESTIONNAIRES

The researcher decided to be present in some of the schools so that she could motivate the respondents. The respondents were encouraged to be relaxed and free to answer the questions. When the researcher was present many questionnaires were returned. Furthermore, the researcher could clarify some of the points which were not clear.

Teachers' and principals' questionnaire had simple questions which would not give any problems. There were very few questions which needed explanation. Teachers and principals were very fast in completing the questionnaire.

In some of the schools the principal introduced the researcher to the pupils. He told them the purpose of the visit. He encouraged pupils to answer the questions freely. He then left the researcher with the pupils. The pupils were free after the principal had explained the purpose of the researcher's visit. The cover letter was read to the pupils. The questions which seemed to give problems during the pilot study were explained to students although they had been corrected. The researcher read the introduction where pupils were requested to be frank and honest in completing the questionnaire. It was said that the information they would give would be treated as highly confidential. The identity was not required. They had to indicate their choices by means of a cross. The information they would give would be useful to education and the community.

4.9

PROBLEMS EXPERIENCED

Some of the principals were opposed to allowing the researcher to conduct research in their schools. Some agreed when they heard that it was educational. One of them said that he thought of product research, e.g. soap. They complained that there are a lot of people who come to their schools and ask permission to conduct research on things which do not contribute to the school.

The researcher made an appointment with the principal to visit his school and he agreed. When the researcher came he said that the research could not be conducted because on that particular day the pupils were planning to stay away from classes. He said that the students would not respond properly as the situation was not conducive.

The researcher had to leave the questionnaires with the principal and he conducted it himself. A date was fixed when to collect the questionnaires.

4.10 RETURNED QUESTIONNAIRES

Mostly it was the students' questionnaires that were returned because they completed it at the same time. The teachers' and principals' questionnaires came back at different times.

4.1 CONCLUSION

This chapter consists of the method used to collect data. In this study the questionnaire was used as an instrument for collecting data. A questionnaire may consist of structured as well as unstructured items. In this study both structured and unstructured items were used for validity. The questionnaire should be accompanied by a cover letter to ensure the required response. It is best for the researcher to administer the questionnaire himself so that the respondents can be motivated. Usually all the questionnaires are returned if the researcher administers them himself. The next chapter seeks to analyse and interpret the data collected.

CHAPTER 5

5.1 INTRODUCTION

In the previous chapter it was mentioned how the data was collected. In this chapter results of the investigation will be analysed and interpreted. There were three sets of questionnaires viz; the students', teachers', and principals' questionnaires. The questionnaire consisted of structured and unstructured items for validity and reliability.

Each questionnaire was analysed and interpreted separately. The researcher firstly dealt with the students' data, secondly teachers' data and thirdly the principals' data. When data had been analysed and interpreted, the researcher arrived at conclusions regarding examination malpractices.

5.2 STUDENTS' QUESTIONNAIRE

5.2.1 Personal Particulars

1.

SEX		
RESPONSE	FREQUENCY	PERCENTAGE
Male	130	43.33
Female	167	55.67
Responses	297	99.00
Non-responses	3	1
TOTAL	300	100

Of the 300 subjects involved in this study 43.33% were males and 55.67% were females. 1% did not respond. In this study it has been found that there are more females than males in standard 10

classes. Mncwabe (1985:109) is of the opinion that usually it is the boys who drop out of school because they want to work and earn money. The girls stay longer at school because they know that the few men who do not drop out want to marry educated women who will be able to support their children. Some of the girls who are at school are unmarried mothers. As a result they are desperate to get certificated to be able to support their children. Desperation to get a certificate in order to improve one's standard of living and those of dependent children and relatives is adequate stimulus to tempt students to engage in examination malpractices.

2.

AGE		
TYPE OF RESPONSES	FREQUENCY	PERCENTAGE
14-18	145	48.33
18-22	145	48.33
22-26	6	2
26-30	0	0
30 and above	0	0
Responses	296	98.67
Non - Responses	4	1.33
TOTAL	300	100

Of the 300 pupils who responded 48.33% ranged between the ages 14-18 years. 48.33% ranged between 18-22 years and 2% between 22-26 years. 1.33% did not respond. Mncwabe (1985 : 109) maintains that some pupils drop out of school if they are considerably older than their classmates or they are too old to attend school. This may be the reason why there are fewer old pupils. In this study it has been found that most of the standard 10 pupils are young. This means that most of them have never repeated a class. Some students may involve themselves in the buying of stolen papers because they do not want to repeat the class.

3. STANDARD YOU ARE DOING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Standard 8	0	0
Standard 9	0	0
Standard 10	297	93
Repeating standard 10	14	4.66
Responses	293	97.67
Non-responses	7	2.33
TOTAL	300	100

Out of 300 students involved in this study 93% are doing standard 10 for the first time and 4.66% are repeating standard 10. 2.33% did not respond. Most of the students are doing standard 10 for the first time. The reason may be that the schools do not admit repeaters. Students who have failed are told to enrol as private candidates because they have been given a chance before. Some students perhaps involve themselves in irregularities because they know that if they fail they will not be given a chance to repeat in some of the schools.

5.2.2 Information concerning home

5. WITH WHOM DO YOU LIVE?

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Both natural parents	154	51.33
Mother	71	23.67
Father	23	7.67
Grand parents	16	5.33
Relatives	22	7.33
Other(friends,step-parents)	11	3.67
Responses	297	99
Non-responses	3	1
TOTAL	300	100

Of the 300 respondents 51.33% live with both natural parents. This means that they are comfortable. 23.67% live with their mothers only. This means that the mothers struggle for the education of their children. Pupils who live with one parent miss the love of the other parent. The child may perform badly if he or she does not stay with both parents. 7.67% of the students live with their fathers only. 7.33% live with their relatives and 5.33% with grand parents. 3.67% lived with friends and step parents. 1.% did not respond. Some students involve themselves in examination malpractices because they want to pass and impress the parents.

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6. MOTHER'S OCCUPATION

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Nurse	57	19
Teacher	28	9.33
Social worker	2	0.67
Secretary	3	1
Saleslady	20	6.67
Business-woman	15	5
Other (Driver, unemployed)	163	54.33
Responses	288	96
Non-responses	12	4
TOTAL	300	10

Out of 300 respondents 54.33% reported that mothers are unemployed or in very low paying jobs e.g.as domestic servants or labourers. If the parents are struggling to finance the education of their children their struggle creates tension and stress in the children to pass by hook or crook. According to the table very few pupils are born by professional mothers. 19% of the students are born by nurses, 9.33% by teachers, 0,67% by social workers and 6.67% parents are salesladies, 5% are business-women and only 1% are secretaries. 4 % did not respond. Some students may be involving themselves in examination malpractices because their mothers are unemployed. They cannot afford to repeat a class because their parents struggle for their education.

7. FATHERS OCCUPATION

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Doctor	1	0.33
Lawyer	5	1.67
Businesswoman	16	5.33
Technician	5	1.67
Factory worker	84	28
Civil servant	18	6
Other (Driver, Editor, unemployed, labourer, etc)	142	47.33
Responses	271	90.33
Non-responses	29	9.67
TOTAL	300	100

28% of the students' fathers are factory workers and 6% are civil servants. 47.33% are unemployed or are doing other types of work. 1.67% are lawyers, 0.33% are doctors and 1.67% are technicians. 9.67% did not respond. Some of the students do not know their father's occupations because the number of non-responses is big. The reason may be that they do not communicate with their fathers to find out what their occupations are. Most of the respondents' fathers are unemployed or in very low paying jobs. Thus some students copy in the examination room in order to pass because the parent cannot manage to pay school fees for the second time.

8. MOTHER'S LEVEL OF EDUCATION

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
No schooling	14	4.67
SSA-STD 2	19	6.33
STD 3-STD 5	53	17.67
STD 6-STD 8	106	35.33
STD 9-STD 10	45	15
Diploma	40	13.33
University degree	9	3
Responses	286	95.33
Non-responses	14	4.67
TOTAL	300	100

The above table shows that of the 300 respondents, 15% reported that mothers hold std 9-10, 13.33% diplomas, 3% University degrees, 17.67% Std 3-Std5, 35.33%, Std6-Std8, 6.33% SSA-STD 2 and 467% no schooling. A high percentage number of mothers is not educated but they take their children to school. This means that most of the mothers do not know much about education. As a result they would need assistance to understand the aims of education. Mncwabe (1985:106) stresses that the educational level of parents determines the parents' attitude towards education. The level of education of the parent may motivate the child to learn. Some parents help their children to purchase papers just out of ignorance of the ill-effects of examination malpractices. Some students may involve themselves in examination malpractices to impress their educated parents.

9.

FATHER'S LEVEL OF EDUCATION

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
No schooling	13	4.33
SSA-STD 2	11	3.67
STD 3-STD 5	34	11.33
STD 6-STD 8	106	35.33
STD 9-STD 10	53	17.67
Diploma	25	8.33
Degree	11	3.67
Response	254	84.67
Non-responses	46	15.33
TOTAL	300	100

The table reveals that 17.67% of the students' fathers have passed Std 9-10, 8.33% diplomas, and 3.67% degrees. These figures represent a low percentage of fathers who know about education. Quite a high percentage of fathers is not educated. 4.33% did not go to school, 3.67% passed SSA-STD 2, 11.33% STD 3-STD 5, and 35.33%, STD6-8. If we compare the number of mothers and fathers we find that fathers are more educated than mothers. The number of non-responses is high (15.33%) because some of the students do not have fathers. Though some fathers are not educated they do allow their children to continue with education. Some students involve themselves in irregularities because they want to get certificates to be able to find jobs and earn money, to help their parents.

10. PAYMENT OF SCHOOL FEES

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Parents	237	79
Guardian	14	4.67
Relatives	4	1.33
Sponsor	8	2.67
Other (sister, myself friends)	34	11.33
Responses	297	99
Non-responses	3	1
TOTAL	300	100

Of the 300 respondents involved in this study 79% stated that the school fees is paid by the parents. Parents are responsible for the education of their children. Parents want their children to be educated. 4.67% stated that it is the guardian who pays fees, 1.33% stated that it is the relatives and 2.67% stated that it is the sponsors who pay fees. The 11.33% is comprised of students who are financially supported by sisters, themselves and friends. There are students who work during weekends to get money to continue with their education. Some students involve themselves in examination malpractices because their parents make financial sacrifices for their children's education. In return their children feel that they do not want to disappoint their parents by failing.

11. STUDYING PLACE AT HOME

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Lounge	48	16
Bedroom	49	16.33
Studyroom	25	8.33
Kitchen	149	49.67
Other(School, friend's place)	23	7.67
Responses	294	98
Non-responses	6	2
TOTAL	300	100

Out of 300 respondents 49.67% study in the kitchen. This means that they have to study after supper when dishes have been washed. 16% study in the lounge where there are other people watching T.V. The lounge is not conducive to studying. 16.33% study in the bedroom. The student studies sitting on the bed which unfortunately makes him or her fall asleep easily. Only 8.33% study in a studyroom. Not all parents can afford a studyroom. Usually houses with study rooms are those which are extended or in spacious houses. Mncwabe (1985:110) maintains that a child to be motivated to do his work, he must have a proper place in which to operate. Study and homework require concentration and attention. If there is noise at home the child will only do his work at school but relax at home. Only 7.67% of the students study at school or at a friend's place. 2% did not respond. Lack of proper studying place may cause pupils to cheat during the examination because they will not be ready. If students study in the studyroom there will be less examination malpractices because the studyroom is conducive to studying.

12. TYPE OF LIGHT USED AT HOME

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Candle	79	26.33
Electricity	204	68
Gas lamp	7	2.33
Other	5	1.67
Responses	295	98.33
Non-responses	5	1.67
TOTAL	300	100

The above table shows that 68% of students which is the majority use electricity which is the best light although it vanishes when there is lightning. Most of the houses in the location are electrified. Electricity is now cheaper than the other types of lighting although it is expensive to instal. 26.33% of the students use candles . The disadvantage of candles is that they are dangerous because they can cause a fire if they are left burning unattended. 2.33% of the students use gas lamps. The gas lamp is also dangerous because it explodes at times. 1.67% of the students use other type of light e.g. isiphefu. In all it is clear that most of the students use the type of light which is conducive to studying. Some students may copy in the examination room just because the type of light used at home is not conducive to studying. The student writes the examination poorly prepared for the task at hand.

13. PARENTS SCOLD CHILDREN IF THEY USE LIGHT FOR THE WHOLE NIGHT

RESPONSE	FREQUENCY	PERCENTAGE
Yes	46	15.33
No	246	82
Responses	292	97.33
Non-responses	8	2.67
TOTAL	300	100

Out of the 300 pupils who responded, 82% felt parents do not scold children if they use light for the whole night and 15.33% felt the opposite. 2.67% did not respond.

REASONS FOR NO (Reasons stated as given by students)

Parents want their children to pass. They know that if students study they will get better marks in the examination. Parents take their children's goals seriously as parents want a brighter future for their children. Most of the parents are in favour of school work, they want their children to lead a happy life. Parents understand the value of education. Consequently parents give students as much time to study.

REASONS FOR YES

Parents say that electricity costs a lot. Parents reported that there is no money to buy candles. Some parents stressed that light disturbs them in their sleep. Parents expressed the view that electricity is misused. Parents say that the child will burn the house if he studies for the whole night because he will fall asleep. In order to pass students involve themselves in examination malpractices.

14. STUDYING HOURS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
2hrs	59	19.67
3hrs	130	43.33
4hrs	70	23.33
5hrs	24	8
6hrs and above	9	3
Responses	292	97.33
Non-responses	8	2.67
TOTAL	300	100

Of the 300 pupils 43.33% study for 3hrs which is not enough for a standard 10 student. The reason may be that they spend most of their time watching T.V. and start studying late. 23.33% study for 4hrs which is not bad. 8% study for 5hrs which is a good amount of time. 19.67% study for 2hrs which the students spend on homework but devoted no time for studying. 3% spend 6hrs and above on studying. Students who spend a lot of time studying are likely to pass if they study seriously. 2.67% did not respond. Some students buy leaked papers because they have not studied extensively in a consistent manner for the whole year.

15. TIME TABLE

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	175	58.33
No	118	39.33
Responses	293	97.67
Non-responses	7	2.33
TOTAL	300	100

The above table reveals that out of 300 respondents, involved in this study 58.33% which is the majority have time tables which is good if they study effectively. 39.33% do not have time tables but they expect to pass at the end of the year. They study any subject at anytime. Some of the subjects suffer because they do not get enough attention. 2.33% did not respond.

REASONS FOR YES

The time table helps the student to know what to study at a particular time. The time table helps to cover all the work done. It helps the student to study all the subjects equally. Thus the student can pass all the subjects. It is a good method of apportioning studying time.

REASONS FOR NO

The student studies what crops up in his mind at a particular time. Homework clashes with the time table so the student cannot follow it. There is no need for the time table because the student studies subjects randomly. Sometimes the student cannot follow the time table when he or she studies for a test.

The time table helps the student to study all his subjects equally. If the students covered all the work there will be less copying in the examination room.

16. REASONS FOR STUDYING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Because you are writing a test	18	6
You want to get used to work done	218	72.67
Other (gain knowledge etc)	54	18
Responses	290	96.67
Non-responses	10	3.33
TOTAL	300	100

The above table shows that 6% of the students study because they are writing a test. This means that under normal circumstances they do not bother about their books. Quite a high percentage (72.67%) study because they want to get used to the work done. They study almost everyday. 18% of the students reported things which were not mentioned above. e.g. (a) to be ready for the examination (b) they were preparing for a brighter future (c) to remind themselves of what was learnt (d) to gain knowledge (e) to pass at the end of the year (f) 13.37% did not respond. Most of the students said that they wanted to know their work so that they would not involve themselves in examination irregularities in order to pass.

17. SUPERVISION AT HOME

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Mother	114	38
Father	42	14
Sister	21	7
Brother	26	8.67
Other	92	30.67
Responses	295	98.33
Non-responses	5	1.67
TOTAL	300	100

The above table reveals that 38% of the students are supervised by their mothers. Mothers are interested in the education of their children because they pay a lot of money for it. 14% are supervised by fathers. Most of the fathers shift the responsibility to the mothers. That is why there are more mothers than fathers who supervise students at home. 7% are supervised by their sisters. Sisters also care about the education of their brothers and sisters. 8.67% are supervised by their brothers. 30.67% of the students supervise themselves or are supervised by friends. 1.67% did not respond. Some parents supervise their children when studying because they want them to be ready for examination. They want them to pass through their own efforts.

18. PARENTS' ATTITUDE WHEN THE STUDENT IS STUDYING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They are happy	168	56
They help me	78	26
They do not bother	33	11
Other (they encourage him or her)	16	5.33
Responses	295	98.33
Non-responses	5	1.67
TOTAL	300	100

Of the 300 subjects involved in this study a high percentage of respondents which is 56% felt that their parents are happy if they see them studying. These parents are happy because they want their children to pass at the end of the year. It is good to see a child who dedicates himself or herself to her work. A student has to do his work without being followed. 26% felt that their parents help them when studying. Parents with understanding of education help their children or they ask people who have the knowledge to help their children. 11% felt that their parents do not bother. It may not be that parents do not bother but they are not educated and they do not know how to help them. Musgrave (1966:77) says that there is no doubt that parents who visit the school often wish their children to enjoy a selective and protracted education in general give a boost to their children's educational progress. It is important that the parents should visit the school so that they can understand the objectives of the school so that they can help their children. Teachers can help parents understand what education is. 5.33% felt that parents want them to pass, give them enthusiasm and they also encourage them when they see them studying. 1.67% did not respond. Most of the parents help their children with school work so that examination malpractices could be eliminated.

5.2.3 Information concerning the school

19. COMPLETION OF THE SYLLABUS BEFORE THE EXAMINATION

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They are lazy	130	43.33
They absent themselves	19	6.33
They do not know the subject matter	39	13
Other(holidays,stayaways, etc)	96	32
Responses	284	94.67
Non-responses-	16	5.33
TOTAL	300	100

Out of 300 pupils 43.33% indicated that teachers do not complete the syllabus because they are lazy. Teachers do not do their work as expected. 6.33% indicated that teachers absent themselves from school which is also the cause of the syllabus not being completed. 13% indicated that teachers do not know the subject matter which means that teachers do not know adequately what they teach. To avoid this the teachers teach better if they teach subjects in which they have specialized. 32% of the students indicated other reasons e.g. holidays and stayaways. 5.33% did not respond.

OTHER : (REASONS FOR NOT COMPLETING THE SYLLABUS)

32% of the respondents indicated "other" category:

1. The mind does not absorb fast.
2. Teachers repeat the lessons so that students can be sure of what is taught.
3. Holidays and stayaways waste time.
4. The syllabus is longer than the year.
5. Students are lazy.
6. Students do not study.
7. Teachers sit in the staffroom and talk about useless things.
8. Time is not well budgeted.
9. Lack of mutual understanding between teachers and students.
10. Classes are overcrowded.

With all the disturbances mentioned above it is obvious that students would not be ready for the examination and they will devise means of helping themselves to pass examinations, which may be wrong e.g. copying etc. Teacher-pupil relationship can help solve all the problems encountered at school, thus irregularities during the examination could be eliminated. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been justified in the study. This is confirmed by 43.33% of the students who reported that teachers do not complete the syllabus because they are lazy. If the syllabus is not completed some students copy in order to pass.

20. STUDYING TEACHERS TEACH EFFECTIVELY

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They concentrate on their studies	146	48.67
They do not mark pupils' work	69	23
They sit in the staffroom even if they are present	39	13
Responses	254	84.67
Non-responses	46	15.33
TOTAL	300	100

Out of 300 pupils who responded 48.67% stated that teachers concentrate on their own private studies. Teachers are interested in the certificates and money. They forget about the pupils who will cause harvoc at the end of the year because pupils would not be ready for the examination thus they find themselves cheating. 23% stated that teachers do not mark their work. Such a situation was not conducive to improve performance because in the absence of appraisal students never know their strengths and weaknesses. Pupils' work has to be marked so that students can know where to put more effort. 13% stated that teachers sit in the staffroom instead of teaching. Some teachers sit in staff rooms because they are busy with their work. They want to obtain degrees so that they can be promoted at the expense of the pupils. That is why at times teachers themselves are caught helping students during the examination. 15.33% did not respond because they did not want to talk ill of their teachers. May be they feared teachers would know how they responded.

If teachers concentrate on their own private work instead of the students' work they promote examination malpractices because students will not be ready for the examination. The hypothesis that "stayaways, laziness and irresponsibility affect serious

teaching and learning at school, leading in turn to the buying of stolen examination papers", has been justified. 48.67% of the respondents, which is the majority, stated that teachers who are studying do not teach effectively because they concentrate on their own private studies. Thus examination malpractices are promoted.

21. REASONS FOR COPYING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They have not been taught	31	10.33
They are not ready for the exam	71	23.67
They did not study	160	53.33
other(to pass etc)	34	11.33
Response	296	98.67
Non-response	4	1.33
TOTAL	300	100

Of the 300 pupils 10.33% put the blame on the teachers. They admitted that they copy because they have not been taught. This means that otherwise they would manage. 23.67% admitted that they copy because they are not ready for the examination. It may be that they are not ready because there is too much work done so they fail to cope with it and they resort to copying. The majority which is 53.33% admitted that they copy because they did not study. Students do not study because they hope for assistance when writing the examination. Some students which are 11.33% gave other reasons for copying which are (a) they have problems of forgetting what they studied (b) They want to get exemptions (c) They are not well prepared. These are the reasons which lead students to copying. 1.33% did not respond. Some students perhaps involve themselves in irregularities if they did not study or if they are not ready for the examination.

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been justified. The findings indicates that 53.33% of the students admitted that they copy in the examination room if they had not studied.

22. SCHOOL PROGRESS IS AFFECTED

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Stayaways	121	40.33
Too much time spent on extra mural activities	24	8
Absenteeism	28	9.33
Laziness	83	27.67
Other(pleasure etc)	32	10.67
Response	288	96
Non-responses	12	4
TOTAL	300	100

The above table shows that 40.33% of the students reported that stayaways affect progress at school. Students stayaway from classes for so long that by the time they return to classes they find it difficult to cope with the work they are supposed to do. 8% reported that extra mural activities affect progress. Teachers need not concentrate on extra mural activities because there is no examination written on them. This usually happens before music competitions when the choir occupies the choristers with practice all the time. The other teachers do not teach too when the choristers are practising with the result that a lot of time is wasted. 9.33% reported that absenteeism also affects progress. Teachers have to repeat the lessons. This makes it difficult for teachers to complete the work. 27.67% reported that laziness too affects progress because work is not done. There is nothing

constructive one can expect from lazy people who always look for easy ways of getting things. These are the people who find themselves involved in examination malpractices because of their laziness. 10.67% of the students reported other reasons. These are:

(a) Lack of seriousness (b) The staff is not qualified (c) More holidays (d) Too much emphasis placed on pleasure rather than learning. For good results time scheduled for teaching should be used sparingly and profitably. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been confirmed. The biggest number of respondents (40.33%) stated that progress at school is affected by 'stayaways'. 4% did not respond. When progress has been affected at school some students resort to examination malpractices in order to pass.

23. BEHAVIOUR OF STUDENTS WRITING AN EXTERNAL EXAMINATION

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Rude	18	6
Wild	8	2.67
Can be controlled	127	42.33
Want to do what they like	96	32
Other	38	12.67
Responses	287	95.67
Non-responses	13	4.33
TOTAL	300	100

The above table reveals that 6% of the students gave the opinion that students are rude. These students behave in this manner so that no teacher can interfere with what they are doing. 2.67% gave the opinion that they are wild in order to create an atmosphere of disorder and lawlessness to make it easy to copy at examination time. Quite a high number i.e. 42.33% gave the opinion that students can be controlled. Students may be responding in this manner because they do not want to scandalize themselves. 32% gave the opinion that students do what they like. Knowing that they are not coming back the following year they thought that they could misbehave with impunity. They want to pass by force. That is why they copy and threaten the teachers not to interfere with them because they are desperate to acquire certificates. 12.67% expressed other reasons which are (a) they fear the examination and (b) it depends upon the treatment they are given at school. This means that the behaviour of students is determined by how much they know the work done. If students are not prepared they misbehave so that they can copy. 4.33% did not respond. Teachers should control students writing an external examination so that examination malpractices can be eliminated.

24.

TEACHERS SIT IN THE STAFFROOMS DURING THEIR TEACHING PERIODS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They did not prepare	136	45.33
They are not competent in the subject	52	17.33
Other	100	33.33
Responses	288	96
Non-responses	12	4
TOTAL	300	100

The table shows that out of 300 subjects, 45.33% expressed the view that teachers sit in the staffrooms during their teaching periods because they did not prepare. Teachers are not concerned

about pupils' work as the teachers are not at all times adequately prepared for the lessons they teach. The students suffer when the teacher does not come to class when he has not prepared. 17.33% expressed that teachers are not competent in the subjects they teach. These teachers are not sure of themselves. They are not confident in subjects they teach that is why they do not go to class. 33.33% of the students expressed other reasons such as :

(a) Teachers are not interested in their work.

Teachers do not go to class when they have an unhealthy attitude towards it.

Teachers sit in the staffroom to gossip about students.

Teachers are lazy.

Teachers tell stories.

Teachers do not care about the pupils' future.

Teachers want to be called by students for their periods.

Teachers do their own work.

Teaching is not a call to them, they only joined it because of money.

4% did not respond. Teachers should observe their class assignments to discourage examination malpractices.

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers," has been proved valid. 45.33% of the students reported that teachers sit in the staffroom during their teaching periods. Ndlovu (1983) says that some teachers are not in class during their periods as they are in the staffroom or just absent.

25. STUDENTS DO NOT STUDY

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They hope for leaked papers	85	28.33
They hope to copy	79	26.33
They cannot cope with the work done	47	15.67
Other	84	28
Responses	295	98.33
Non-responses	5	1.67
TOTAL	300	100

The table shows that of the 300 pupils involved in this study, 28.33% maintained that students do not study because they hope for leaked papers. They have seen their seniors copying so they will copy too. They know that there are always leaked papers. 26.33% maintained that they hope to copy. Copying is the only way which will pull them through if they have not studied. 15.67% maintained that they cannot cope with the work done. They have not studied extensively for the whole year. They start studying when the examination is about to be written and they fail to cope with the work done. It becomes difficult to study all the work. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been confirmed. They then resort to examination malpractices in order to pass. 1.67% did not respond.

26. STUDENTS ASK TEACHERS TO ANSWER QUESTION PAPERS FOR THEM

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	70	23.33
Agree	81	27
Undecided	30	10
Disagree	35	11.67
Strongly disagree	62	20.67
Responses	278	92.67
Non-responses	22	7.33
TOTAL	300	100

The table reveals that out of 300 pupils, 23.33% strongly agree that the students ask teachers to answer question papers for them. 27% agree, 10% undecided, 11.67% disagree, and 20.67% strongly disagree. Teachers who have not done their work are likely to help students. Teachers who have done their work expect pupils to do their best in the examination. 7.33% of the subjects did not respond. They did not want to commit themselves.

REASONS FOR YES

Students do not know the answers. That is why they ask teachers to answer question papers.

Teachers answer question papers because they want high pass rates.

Students answer question papers themselves and if they encounter problems they ask their teachers to help them.

Students ask teachers to answer question papers if they have not been taught or if the syllabus has not been completed.

Students want to get all the answers correct.

REASONS FOR NO

Teachers know that they will not be helping the students but they will be destroying them.

Teachers should have a closer look at whatever they do for the students because they may find themselves in trouble if they do things anyhow.

Students do ask teachers to answer question papers for them. This is confirmed by the number of respondents who agree with this statement. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of examination papers", has been confirmed. Students who do not know their work are likely to ask teachers to answer question papers for them.

27. STUDENTS ASK INVIGILATORS TO DICTATE ANSWERS TO THEM

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	229	76.33
No	60	20
Responses	289	96.33
Non-responses	11	3.67
TOTAL	300	100

The table reveals that of the 300 pupils, 76.33% stated that invigilators do dictate answers to them. This happens when the invigilators are the teachers who teach in that particular school, especially if the teacher teaches that subject and knowing very well that he did not teach students all the work he was supposed to teach. 20% stated that invigilators do not dictate answers to them. It may be that some students bring in their answers and the invigilators do not dictate. Students help themselves. 3.67% did not respond.

REASONS FOR YES

Students ask invigilators when they have forgotten the answers.

Students ask for answers because they want to pass.

Students demand answers if they have not been taught.

REASONS FOR NO

Students come with their answers.

Students respect the invigilators.

Students do not want to be penalised.

Students know that it is illegal.

Students are responsible for the answering of the paper.

The invigilators may give students wrong answers so students do not trust them.

Students will write one and the same answers and the results will be withheld.

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been confirmed. Students (76.33%) indicated that students do ask invigilators to dictate answers to them.

Invigilators need not dictate answers to students in order to eliminate examination malpractices. Some students involve themselves in irregularities by asking invigilators to dictate answers to them.

28. STUDENTS INSTRUCT THE INVIGILATORS TO EXTEND TIME

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	66	22
Agree	75	25.33
Undecided	30	10
Disagree	68	22.67
Strongly disagree	47	15.67
Responses	287	95.67
Non-responses	13	4.33
TOTAL	300	100

Of the 300 respondents involved in this study, 22% strongly agree that students instruct the invigilator to extend time, 25.33% agree, 10% undecided, 22.67% disagree and 15.67% strongly disagree. 4.33% did not respond. Some teachers do not train students to finish on time whenever they are writing a test. They allow students to finish later than the stipulated time. Students get used to this and find it difficult to finish on time even if it is the external examination. This leads to some students instructing the invigilator to extend time. A person who copies writes slower than a person who writes on his own. The person who copies wants to write everything whereas the one who does not, summarises because he forgets some of the points. Students who know their work do not instruct the invigilator to extend time. Instead they finish before time and revise their work.

REASONS FOR YES

Time should be extended because not all students finish in time.
Students want to finish writing.
Some students ask for extension of time if they started late.
If the student does not finish he will not pass.
Some papers are too long and they cannot be finished.

REASONS FOR NO

Students know that it is illegal to extend time.
There is time allocated for each paper.
The invigilator will not allow that.

If students instruct the invigilators to extend time, they are cheating because it is not allowed.

29. THE INVIGILATOR IGNORES THE STUDENT WHO IS COPYING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
He wants to be loved by students	60	20
He wants good results	115	38.33
The students will burn his house	58	19.33
Other	59	19.67
Responses	292	97.33
Non-responses	8	2.67
TOTAL	300	100

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been confirmed. The subjects agree that students ask the invigilator to extend time. Of the 300 students involved in this study 20% felt that invigilators ignore students who are copying because they want to be loved by students. Some

invigilators want to be loved by the students when they are destroying their future. Students will be impressed for the time being but when they encounter problems, they will know that the invigilator was destroying them and it will be too late to make amends. 38.33% felt that some teachers want good results. Some teachers do not do their work but they expect good results. These teachers give a wrong picture that they are teaching. They want to maintain standards. People will think that it is their efforts when it is not.

19.33% felt that students will burn his house, 19.67% reported other reasons which are :

- (1) The invigilator knows how difficult it is to remember everything you studied.
- (2) The invigilator thinks he is doing a favour to students.
- (3) The invigilator is not loyal.
- (4) The invigilator does not care because he has passed his matric.
- (5) Some invigilators are likely to be afraid of students.
- (6) Some invigilators are sympathetic.
- (7) Some of the invigilators are likely to be afraid of students.
- (8) Some of the invigilators want students to pass.

2.67% did not respond. Some of the teachers allow students to involve themselves in examination malpractices because they are interested in good results and they also want to be loved by students.

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", is confirmed. The students reported that the invigilator ignores the student found copying because he wants good results.

30. STUDENTS DISCUSS THE PAPERS IN THE EXAMINATION ROOM

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They want to get all answers correct	72	24
They want to write one and the same answers	2	1
They want to help each other	192	63.67
Other	30	10
Responses	296	98.67
Non-responses	4	1.33
TOTAL	300	100

Of the 300 pupils involved in this study 24% indicated that students want to get all answers correct. Students want to get high marks. They do not want to be border-line cases. They want to pass even if marks are deducted. 1% indicated that they want to write one and the same answers. This is dangerous because the examiners will query the answers. It is however possible for students to write the same answers if they are taught by the same teacher. Some teachers make notes for their students. Students are not expected to write the same answers even if they are wrong. 63.67% want to help each other. Students do not like their mates to fail when there is a chance of helping them. They want everybody to pass if there is a chance. Those who indicated "other" say they want to pass, (b) they are destroying each other's future, (c) they want to be sure of the answers. Students involve themselves in examination malpractices because they want to help each other.

31. THE DEPARTMENT WITHHOLDS RESULTS

TYPE OF REPOSE	FREQUENCY	PERCENTAGE
If malpractices are suspected	139	46.33
If students wrote one and the same answers	100	33.33
If malpractices have been reported	35	11.67
Other Responses	20	6.67
Non-reponses	294	98
	6	2
TOTAL	300	100

Out of 300 subjects 46.33% stated that the department withholds results if malpractices are suspected. The department wants to punish those who cheated during the examination by withholding the results. What is bad is that even those who did not cheat suffer. The department analyses the results of a particular school and wants a report from the principal who was the chief invigilator. The subject invigilator too has to write a report of what happened when he was invigilating. 33.33% stated that if students wrote one and the same answers, this implies that students were given a chance to copy from each other or answers were dictated. The invigilator has to account for one and the same answers. That is why results are delayed. 6.67%stated that the department withholds results even if it is not sure that the students copied. Some students take the cases to court. Most of the students win the cases. The department withholds results if malpractices are suspected or when students wrote one and the same answers. The department takes time investigating the matter.

The hypothesis that "if malpractices are suspected the department withholds results", has been confirmed in this study. Most of

31. THE DEPARTMENT WITHHOLDS RESULTS

TYPE OF REPOSE	FREQUENCY	PERCENTAGE
If malpractices are suspected	139	46.33
If students wrote one and the same answers	100	33.33
If malpractices have been reported	35	11.67
Other	20	6.67
Responses	294	98
Non-reponses	6	2
TOTAL	300	100

Out of 300 subjects 46.33% stated that the department withholds results if malpractices are suspected. The department wants to punish those who cheated during the examination by withholding the results. What is bad is that even those who did not cheat suffer. The department analyses the results of a particular school and wants a report from the principal who was the chief invigilator. The subject invigilator too has to write a report of what happened when he was invigilating. 33.33% stated that if students wrote one and the same answers, this implies that students were given a chance to copy from each other or answers were dictated. The invigilator has to account for one and the same answers. That is why results are delayed. 6.67% stated that the department withholds results even if it is not sure that the students copied. Some students take the cases to court. Most of the students win the cases. The department withholds results if malpractices are suspected or when students wrote one and the same answers. The department takes time investigating the matter.

The hypothesis that "if malpractices are suspected the department withholds results", has been confirmed in this study. Most of

the respondents admitted that the department withholds results if malpractices are suspected.

32. THE RESPONSE OF FELLOW STUDENTS WHEN THEY SEE THEIR FELLOW STUDENTS COPYING

RESPONSE	FREQUENCY	PERCENTAGE
They copy	44	14.67
They continue writing	197	65.67
They report the one who is copying	39	13
Other	13	4.33
Responses	293	97.67
Non-responses	7	2.33
TOTAL	300	100

Out of 300 pupils 14.67% admitted that they copy when they see their fellow students copying. They bring copying material into the examination and they are encouraged to copy when they see their fellow student copying. They feel free when they see that they are not the only ones who are prepared to copy. 65.67% admitted that they continue writing. This means that they know the subject matter. They do not need any assistance. 13% admitted that they report those who are copying. These are brave because the one who is copying will hate the one who reports him or her. He may go to the extent of punishing the one who reports. He or she will be ill treated. Some students are very cruel. They bring knives into the examination room. The one who reports may be stabbed to death because the one who copies will say that he was going to pass if he had not been reported. 4.33% say that the one who copies knows what he is doing. He or she is old enough. Some students keep quiet because they are afraid. They ignore those who are copying because they are destroying themselves. They do not want to involve themselves. Most of the students

continue writing because they do not want to involve themselves in examination malpractices.

33. STUDENTS COPY WHEN THE FELLOW STUDENT IS COPYING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They think they will pass	95	31.67
They are ashamed of failing	164	54.67
Other	31	10.33
Responses	290	97.67
Non-responses	10	3.33
TOTAL	300	100

Out of 300 respondents 31.67% reported that students copy when they see their fellow student copying because they think they will pass. Each and every student who writes an examination hopes to pass. They do not imagine themselves repeating standard ten. They are looking forward to have certificates. That is why they involve themselves in examination malpractices. 54.67% reported that students are ashamed of failing. Students have applied to different institutions so they want their plans to be fulfilled. They will be disappointed if they fail. That is why they try by all means to pass even if it is not in a proper manner. 10% reported other reasons which are (a) they copy having not seen the others copying, (b) they want to get more marks, (c) they want to pass with flying colours. Students are interested in the future. That is why they copy in the examination room. They think of life after matric. They want to be respected by the community when they have certificates. They envy people with professions because they get good paying jobs with benefits and security. Students do copy when they see their fellow student

copying because they are ashamed of failing. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been confirmed. Some students copy in the examination room if they see their fellow students copying because they think they will pass and they are ashamed of failing.

34. PARENTS BUY THEIR CHILDREN EXAMINATION PAPERS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They love their children	8	2.67
They want them to pass	92	30.67
They are ignorant	27	9
They think they are helping their children	144	48
Other	22	7.33
Responses	293	97.67
Non-responses	7	2.33
TOTAL	300	100

Out of 300 pupils who responded 2.67% say parents buy their children examination papers because they love their children. Some parents are so much interested in the education of their children that they can do anything which can help them. They may go to the extent of helping their children in ways which are not accepted, that is, they destroy the child's future. They are not prepared to pay school fees for their children for the second time. That is why they try by all means to help their children to pass because they love them. 30.67% say that parents want their children to pass. Some of the parents are interested in the certificates. They do not care how the children get the certificates as long as they are there. Some parents do not want their children to fail. They wish the best for their children.

9% say that parents buy children examination papers because they are ignorant. Some of the parents do not know much about education. They find themselves involving their children in examination malpractices. They are not doing this purposely but it is because of ignorance.. 48% say that parents think that they are helping their children. That is why they buy them question papers. Some parents are competing with their neighbours. That is why they buy their children papers. They do not want their children to be left behind. The child's future is destroyed because he will not be able to do things on his own. He will always be dependent even where he cannot be assisted. 7.33% say other reasons (a) Pupils will not be able to study but will always hope for papers (b) Parents cannot afford to pay for standard 10 twice. (c) Parents know that pupils were not taught.

Some of the students find themselves involved in examination malpractices because of the parents who want the best for their children. These parents do not encourage their children to study. They look for short cut ways. Schreiber and Kaplan (1964:107) say "unemployment hits the drop out even harder. The cycle of relationship between level of unemployment closes in on the drop out with an unemployment rate that good times must be considerably higher than for graduates." Parents want their children to pass so that they can enjoy the benefits of education. An educated person gets a good paying job with benefits. A person who leaves school earlier has a problem of not getting the job. He has no choice in the job he gets and usually he is not well paid.

Some parents perhaps buy their children examination papers because they think that they are helping their children when they are destroying them. Some parents encourage pupils to involve themselves in examination malpractices because they are interested in certificates which enable their children to get good paying jobs.

The hypothesis that "some irresponsible members of the community sell stolen examination papers to pupils," has been confirmed. . The respondents stressed that parents do buy their children papers because they think they are helping their children. The Natal Witness (1986) reported that Matric papers were sold in the townships for between R25 and R50. The History and the English language papers were available before they were written.

35.

PARENTS WHO BUY THEIR CHILDREN EXAMINATION PAPERS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Learned	36	12
Unlearned	91	30.33
Both of them	122	40.67
None	41	13.67
Responses	290	96.67
Non-responses	10	3.33
TOTAL	300	100

Out of 300 subjects who responded 12% gave the opinion that learned parents buy their children papers. These are the parents who are interested in certificates and not in how much the child knows. 30.33% gave the opinion that it is the unlearned parents. The reason why may be that they are not aware of what the aims of education are. By doing this they think they are helping their children. 40.67% gave their opinion that it is both the learned and unlearned parents who buy papers. Both learned and unlearned parents have a soft spot for their children. They are interested in the passing of their children. Learned parents do this purposely because some parents want their children to be what they are. If the child passes standard 10 he will go to medical school. That is why they fight that the child passes standard 10. Unlearned parents envy learned people so they wish their children

would be educated so that they can lead a better life. They want their children to be educated because they did not get that opportunity. 13.67% gave the opinion that no parent buys children papers. Parents want the children to suffer for education. They want children to pass through their efforts. 10% did not respond.

The hypothesis that "some irresponsible members of the community sell stolen examination papers to pupils" has been confirmed. Parents do buy their children stolen examination papers.

Some of the unlearned parents buy their children question papers because they are ignorant. They think they are helping their children. They are interested in certificates. Some learned parents buy their children leaked papers because they want them to pass and go to universities to be educated like themselves.

36. COMMENTS ON EXAMINATION MALPRACTICES (STATED AS GIVEN BY SUBJECTS)

Examination malpractices are caused by unfaithfulness. It is mostly practised by Blacks. The education for Blacks is being lowered. There are academics who do not deserve their qualifications. Students copy because teachers do not complete the syllabus. Some teachers are lazy and they sit in the staffroom. They chat in the staffroom instead of teaching. That is why students involve themselves in examination malpractices.

Some students copy because they do not study in time. They are lazy. A person who copies gets more marks than the one who worked hard on his own. It is unfair to those who studied hard. Those who mark scripts in Pretoria are interested in money. They do not concentrate on their marking. That is why students copy so that they can get all answers correct.

Examination papers will always be bought unless teachers pull up their socks. Copying is not good. Pupils copy because they are ashamed of failing. A student must be proud of his certificate. Papers are sold so that pupils can buy them and pass. Most of those who pass through stolen papers fail at the university and there is no progress in the community.

Some students are afraid of the examination even if they have studied. That is why they copy in order to pass. They tend not to be sure of themselves. Malpractices are not good but if there is something you were not taught in the paper you might be tempted to copy. Some teachers do not teach students but tell them about their degrees. That is why students strike and a lot of time is wasted. There are many subjects and the syllabi cannot be finished. That is why some students decide to do what will help them. Drastic measures must be taken against the culprits. It is dangerous to have a paper before it is written because it may not be the right one and students will suffer. Students should be given many tests so that they can get used to work and examination malpractices could be eliminated. Some teachers are not qualified so they do not know the subject matter. Thus examination malpractices are promoted. Some students copy because they are not given a chance to repeat during the following year. Students try by all means to pass because it is the first and last chance. Students do not want to repeat a class with younger children. Some students copy because they are not fit to be in that class. They have passed the other classes through cheating. Lack of proper disciplinary measures may be the cause of examination malpractices.

Students may write one and the same answers because they are taught by the same teacher using the same note books. So the department need not withhold results.

If the invigilator dictates answers to students he should be reported to the Department of Education. Some teachers write

examinations for students. Some teachers give students papers with the hope that they are helping them. Some parents buy their children papers. The department should send books to schools very early. Students who pass through copying fail interviews because they are not knowledgeable. They do not know what they were taught because they copied. People who pass through copying let uneducated people look down upon them. They will say that they are the same as the educated when they hear of examination malpractices. In all, we can see that there are a lot of things to be corrected in order to eliminate examination malpractices. Some of the students are against examination malpractices because they can foresee the trouble in future.

5.3 TEACHERS' QUESTIONNAIRE

5.3.1 Personal Particulars

1. SEX

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Male	48	53.33
Female	40	44.44
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

Of the 90 teachers 53.33% were males and 44.44% were females. 2.22% did not respond. In this study it has been found that there are more male teachers in High Schools. Females are mostly found in Lower Primary schools. The reason may be that they can look after young children. Male teachers can control older boys who misbehave at High Schools. The presence of male teachers at High Schools can eliminate examination malpractices because they can stop those who copy. Females are afraid of some of the older boys.

2. AGE.

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
20-25	17	18.89
25-30	21	23.33
30-35	35	38.89
35-45	12	13.33
45-50	2	2.22
50 and above	1	1.11
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

Of the 90 subjects 18.89% ranged between the ages 20-25 years, 23.33% 25-30 years, 38.89% 30-35 years, 13.33% 35-45 years, 2% 45-50 years and 1.1% 50 years and above. Most of the teachers in High Schools range between the age 30 years and above. These are mature teachers. They are not fresh from school. They have the teaching experience. They have experienced many problems. They are the people with the relevant information. They have seen things happening in front of them. They know what the causes of examination malpractices are.

3. QUALIFICATIONS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Primary teacher's certificate	4	4.44
Junior secondary teacher's certificate	22	24.44
Secondary teacher's diploma	28	31.11
Senior Secondary teacher's diploma	6	6.67
University degree	5	5.56
University education diploma	15	16.67
B.Ed/Honours degree	7	7.78
Masters degree	0	0
Masters degree and above	0	0
Responses	87	96.67
Non-responses	3	3.33
TOTAL	90	100

Of the 90 respondents 4.44% have Primary Teacher's certificates, 24.44% Junior Secondary Teacher's certificates, 31.11% Secondary Teacher's diploma, 6.67% Senior Secondary Teacher's diploma, 5.56% University degree, 16.67% University Education Diploma and 7.78% Senior degrees. The table shows that most of the teachers are highly qualified. There are very few teachers with low qualifications. Those who have low qualifications should upgrade themselves. Most of the teachers have been trained for 3 years in colleges and universities. Luthuli (1978:189) argues that a teacher should be pedagogically and academically trained in order to be a good teacher. Teachers must have the knowledge of the subject matter. A teacher who teaches standard 10 history must have studied university history so that he can be clear in his subject and examination malpractices could be eliminated. Some

students perhaps copy because they are taught by unqualified teachers. They do not have confidence in them.

4. TEACHING EXPERIENCE

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
0-5	31	34.44
5-10	30	33.33
10-15	18	20
15-20	7	7.78
20 and above	2	2.22
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

Out of the 90 teachers who responded 34.44% had 0-5 years of teaching experience, 33.33% 5-10 years, 20% 10-15 years, 7.78% 15-20 years and 2.22% 20 years and above. Very few teachers have an experience of 0-5. Most of them have a teaching experience of 5 years and above. These teachers are experienced in teaching. They have dealt with students for quite a long time. They know the students' behaviour and thinking. They know why a student behaves in a particular manner and are able to solve problems they encounter. They can help in eliminating examination malpractices.

5.

TEACHING SUBJECTS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
History	14	15.56
Zulu	13	14.44
Biology	7	7.78
Accountancy	9	10
English	12	13.33
Afrikaans	16	17.78
Other (Maths, Physics, Bibs, Geography, etc.)	17	18.89
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

The table reveals that 15.56% of the respondents teach History, 14.44% Zulu, 7.78% Biology, 10% Accountancy, 13.33% English, 17.78% Afrikaans, and 18.89% other subjects e.g. Maths, Physics Geography and Biblical studies. Teachers are equally distributed according to their teaching subjects. It seems there is no subject without teachers. Seemingly the problem of science teachers is no longer very high. There should be teachers for all subjects so that examination malpractices could be eliminated.

6. TEACHING CLASS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Standard 7	0	0
Standard 8	0	0
Standard 9	0	0
Standard 10	88	97.78
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

Of the 90 subjects 97.78% teach standard 10 and 2.22% did not respond. All the teachers who responded are those who are in contact with standard 10 pupils. They have given different views as to what they think are the causes of standard 10 examination malpractices.

5.3.2 Information concerning pupils

7. STANDARD 10-ENROLMENT

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
50-100	4	4.44
100-200	14	15.56
200-300	28	31.11
300-400	39	43.33
400 and above	1	1.11
Responses	86	95.56
Non-responses	4	4.44
TOTAL	90	100

Of the 90 teachers 4.44% say their enrolment is between 50-100, 15.56% 100-200, 31.11% 200-300, 43.33% 300-400 and 1.11% 400 and above. In some of the schools the enrolment ranges between 100 and 200. This number is manageable if the teacher devotes himself to his work. It is very difficult to deal with a big number. There are many schools with the enrolment which ranges between 300 and 400. This is really too much for the teachers. The students' work is not marked and there is no healthy teacher-pupil relationship. The teacher does not know his students if they are many. It is easier to work with a few. Malherbe (1977:225) says "a Bantu teacher on the average has to cope with twice as many pupils as a Coloured or an Asian teacher or three times as a white teacher."

Black schools too should try to reduce the enrolment for effective teaching. The teacher pupil ratio should be at least 1:25. It is difficult for the teacher to cope with a big class. He encounters problems in marking and teacher-pupil relationship. The class should not be overcrowded so that examination malpractices may be eliminated.

8. ALL STUDENTS HAVE PRESCRIBED BOOKS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Parents cannot afford to buy books	11	12.22
Department supply does not satisfy all the students	64	71.11
Students spend money for books on other things	0	0
Other	13	14.44
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

12.22% of the teachers felt parents cannot afford to buy books. There are parents who are poor who cannot afford. There are those who do not buy their children books because they heard that the department will supply books. They wait for the department to supply the books as a promise. They are not prepared to spend for the education of their children. It is very difficult to teach students without books. This may be one of the reasons why teachers do not complete the syllabus and this leads to students wanting to copy in the examination. 71.11% which is the majority, felt that the department supply does not satisfy all the students. One other thing is that the books come very late. When they come, there are books for particular subjects which are not there e.g. commerce and science books. The reason may be that they are expensive, so the department cannot afford to buy them. Even those which come are not enough for the students. Teachers suffer because they cannot give students homework. Some of the parents are not prepared to meet teachers halfway. 14.44% opted for "other" category (a) some parents do buy their children books although it is not all of them, (b) the department supply does not cover all areas e.g. language manuals are not available.

All students should have prescribed books in order to eliminate examination malpractices.

9. TEACHERS COMPLETE THE SYLLABUS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
The syllabus is too long	23	25.56
Teachers do not do their work	8	8.89
Disturbances waste time	40	44.44
Other	13	14.44
Responses	84	93.33
Non-responses	6	6.67
TOTAL	90	100

The above table reveals that 25.56% of the respondents expressed that the syllabus is too long. That is why teachers do not complete it. Teachers have to deal with important aspects so that they can complete the syllabus. If possible they can give extra classes. 8.89% expressed that teachers do not do their work. Some teachers are not dedicated to their work. They are the people who promote problems. 44.44% expressed that disturbances waste time. It is difficult to cover wasted time. That is why it becomes difficult to complete the syllabus. Plans should be made as to how to avoid these problems. 14.44% expressed the "other" category (a) sports and music waste time, (b) pupils do not have books, (c) pupils lack background in subjects which cause teachers to start afresh, (d) the syllabus is still new so the teachers are not used to it. (e) there are large numbers in classes and the teachers cannot cope with them.

Means can be made to complete the syllabus before the examination. What the students know must be known thoroughly so that the little part not done, cannot affect them so much. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen

examination papers," is confirmed. The majority of the respondents expressed that teachers do not complete the syllabus because of disturbances which waste time. Teachers should complete the syllabus before the examination so that examination malpractices can be eliminated.

10. STANDARD 10 PUPILS ATTEND SCHOOL MORE REGULARLY THAN OTHERS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	25	27.78
Agree	30	33.33
Undecided	10	11.11
Disagree	11	12.22
Strongly disagree	7	7.78
Responses	83	92.22
Non-responses	7	7.78
TOTAL	90	100

The above table shows that of the 90 respondents, 27.78% strongly agree that standard 10 pupils attend school more regularly than others, 33.33% agree, 11.11% undecided, 12.22% disagree, 7.78% strongly disagree. The big number of respondents maintained that standard 10 pupils attend school regularly because they are seniors at school. They do not want to miss some lessons because they have objectives in life. They are preparing themselves to be responsible adults. A few maintained that they do what they like because they are writing an external examination. They absent themselves from school without any sound reasons. When they are about to write they do not go to school but they study in libraries in town.

REASONS FOR YES

Attendance is important.

Most of the subjects are in Higher Grade and they have to finish the syllabus.

Some students want to pass at the end of the year.

Standard 10 pupils want a certificate in order to get employed.

Standard 10 pupils attend so that they can have sufficient time to do their work.

Standard 10 pupils do not want to miss classes.

Standard 10 pupils are conscious of their work.

Standard 10 pupils know that life is hard without Standard 10.

It is a key to every door.

Standard 10 pupils know what they are striving for.

REASONS FOR NO

Some students are sometimes disturbed by parents who send them to other places.

Standard 10 pupils have no priority and show a lack of interest.

They have no goals.

Standard 10 pupils attend for the sake of attending. They have no aim in life.

The attendance register proves this.

Some students occupy themselves with a lot of things outside the education framework.

Some standard 10 pupils stay away from classes when it is towards examination.

Standard 10 pupils absent themselves just as any other pupils.

Some standard 10 pupils attend school regularly so that they will not involve themselves in examination irregularities.

11. STANDARD 10 STUDENTS ARE EXEMPLARY TO OTHER FELLOW STUDENTS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	47	52.22
No	34	37.78
Responses	81	90
Non-responses	9	10
TOTAL	90	100

The above table shows that of the 90 subjects, 52.22% say standard 10 students are exemplary to other fellow students. They behave like seniors. They show young ones a good example. They want young ones to behave well. They come early to school. They are neat and wear their uniform everyday. They involve themselves in all the activities found at school. 37.78% say that students are not exemplary. Some students misbehave in front of young students. Other students think that it is the correct way of behaving because they see it from their seniors.

REASONS FOR YES (Reasons stated as respondents put it)

Students behave well so that other students can copy from them. They are the senior class. They need a good recommendation, so any misconduct might affect their progress.

Senior students play a leading role.

Students study during the study period. They do not make noise.

Students maintain discipline at school.

Students want good character certificates for bursaries etc.

Students obey rules and regulations. They express themselves in a foreign language.

Students are more serious and have respect for the teachers.

Students are aware of meaningful life. They behave like grown-

ups.

Students want to be respected by fellow students.

REASONS FOR NO

Students are chaotic and suffer from a superiority complex.

Students behave like young ones. They are immature.

Others tell themselves that it is their last year at school.

They misbehave.

Students have no values. They have no aims in life.

Students are not serious with their work.

Students organize irrelevant meetings e.g. political meetings.

Students are instigators during strikes.

Students' attitude is the same as others.

Students are the worst in noise making.

Standard 10 pupils have to be exemplary e.g. have to study during study periods so that they can be ready for examinations and not find themselves cheating in order to pass.

12. STUDENTS COPY IN THE EXAMINATION ROOM

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	13	14.44
Agree	39	43.33
Undecided	9	10
Disagree	13	14.44
Strongly disagree	11	12.22
Responses	85	94.44
Non-responses	5	5.56
TOTAL	90	100

The above table shows that of the 90 respondents, 14.44% strongly agree that students copy in the examination room. 43.33% agree, 10% undecided, 14.44% disagree, 12.22% strongly disagree and 5.56% did not respond. It has become a habit with some of the students to copy. They may have passed all the other classes through copying. Very few felt that students do not copy in the examination room. The teachers may not want to tell the truth because copying is a problem in all institutions. It happens everywhere when it is examination time.

Students who do not know their work copy in the examination room in order to pass.

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been confirmed.

The finding indicates that teachers agree that students copy in the examination room.

13. STUDENTS COPY

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They cannot afford to memorise all the work done	1	1.11
They have ready answers	1	1.11
They are not sure of themselves	27	30
They want to pass	38	42.22
Other	16	17.78
Responses	83	92.22
Non-responses	7	7.78
TOTAL	90	100

The above table reveals that out of 90 teachers involved in this study, 1.11% indicated that students cannot afford to memorize all the work done. Students fail to know all the work done before the examination. That is why they copy. 1.11% indicated that students copy because they have ready answers. Students fail to study the paper even if they have it. They bring ready answers in order to copy. They want to get everything correct. 30% indicated that students are not sure of themselves. That is why they copy. Students do not get down to serious work from the start and find that by the time it is examination time, they are not sure of themselves. 42.22% indicated that students want to pass. Students are very desperate. They want to get certificates and get employed. They want to be independent. 17.78% reported other reasons which are:

- (a) Students do not study.
- (b) Students do not read sufficiently.
- (c) Method of teaching is faulty
- (d) Students are lazy to study.
- (e) Students do not study, hoping for leaked papers.

Some students do not do their work but hope to pass at the end of the year. They make means for passing the examination. The best means for them is copying. Most of the students copy in the examination room because they want to pass.

14. WHERE STUDENTS COPY

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
From the books	10	11.11
From small pieces of paper	49	54.44
From each other	9	10
Other	12	13.33
Responses	80	88.89
Non-responses	10	11.11
TOTAL	90	100

The above table reveals that out of 90 respondents involved in this study, 11.11% stated that students copy from the books. Students who copy from the books write the material as it is. If there can be 10 students copying from the book they will write one and the same answers. It will be as if they discussed the paper in the examination room. 54.44% stated that students copy from small pieces of paper. Students think that they would not be caught if they use small pieces of paper. Everything learnt is summarized in the small pieces of paper. The small pieces of paper are easily destroyed, unlike the notebook. At times, when they are caught, they swallow them so that there can be no proof that they copied. 10% stated that students copy from each other. This is bad because students write the same answers even where they are wrong. It becomes proof that they copied and the results are withheld. 11.11% stated other ways of copying e.g. from whatever material available at that time, (b) they bring in written scripts so that the invigilator will think he or she is transferring the work he had already written. Deviant pupils copy in order to pass. Copying is more prevalent among deviant pupils than non-deviant pupils. Not all the pupils copy but those who do are those who do not respect their teachers. The non-

deviant pupils are afraid to be caught doing what is wrong. The deviant pupils do it purposely. Most of the students copy from small pieces of paper when they are not prepared for the examination.

15. DISADVANTAGE OF ABSENTEES

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They miss a lot	44	48.89
They cannot link the work done	24	26.67
They fail to cope with the work done	17	18.89
Other	3	3.33
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

The above table shows that out of 90 subjects involved in this study, 48.89% admitted that students who absent themselves from school miss a lot. They become a problem to teachers because they ask teachers work already done. The teacher wastes a lot of time by repeating the lesson. Those who were present get bored. The syllabus will not be completed and these pupils will complain that they were not taught when it is examination time. They claim to copy because they do not know their work. 26.67% admitted that students cannot link the work done. Students who absent themselves from school have a problem of linking the work done. They are just lost. There are students who absent themselves for weeks from school. So it will have to be himself or herself to find out how to link the work. Most of these students absent themselves without any sound reasons. 18.89% admitted that they fail to cope with work done. Students absent themselves and relax

for the whole year. When it is examination time, they fail to cope with the work done. The work is too much for them. They cannot grasp all the work. They then devise means of helping themselves, that is copying. 3.33% admitted that some students absent themselves and do not bother about asking the teacher or pupils what has been done. Pupils who absent themselves from school resort to buying of stolen examination papers in order to pass the examination. The majority of the teachers (48.89%), stressed that the disadvantage of absentees is that they miss a lot. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to buying of stolen examination papers", has been confirmed.

16. PROGRESS IS RETARDED BY ABSENTEEISM

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
The progress of the whole class	29	32.22
His or Her progress	56	62.22
Responses	85	94.44
Non-responses	5	5.56
TOTAL	90	100

Out of 90 teachers who responded, 32.22% reported that the progress of the whole class is retarded. Not only the progress of the absentee is retarded, but also the whole class, because the teacher will have to repeat the work done. The class will get bored to have lessons repeated all the time. It will be as good as absenting themselves too because the lessons will be repeated. The syllabus would not be completed. 62.22% of the respondents reported that his or her progress will be retarded. The absentee will ask those who were present and get distorted information. He will always be left behind. Absenteeism is a bad thing which

should be avoided. Teachers should encourage students to come to school regularly so that examination malpractices could be eliminated.

REASONS (Reasons stated as given by subjects)

Students miss a lot during their absence.

The teacher has to repeat the lessons, re-explain concepts already done.

The student cannot link the work done with that still to be done. Intelligent pupils' progress is retarded by the absentees. They get bored when the lesson is repeated.

The teacher continues teaching even if the student is absent.

When the teacher asks questions, he finds that the student does not know the matter.

Nobody is prepared to go back and teach people who intentionally decide not to come to school.

Performance is poor in the proceeding lessons.

Students lose interest when they are left behind.

Students do not bother about the work which was done when they were absent.

There is no time for individual attention.

Absentees claim not to have treated the part already done.

Some of the absentees, it seems, copy in order to cope with the demands of the examination.

17

PARCELLING OF EXAMINATION PAPERS IN PRETORIA IS DONE UNDER STRICT SUPERVISION

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	42	46.67
No	34	37.78
Responses	76	84.44
Non-responses	14	15.56
TOTAL	90	100

The above table shows that 46.67% say that parcelling of examination papers in Pretoria is done under strict supervision. This is amazing because papers leak every year from the department even when there is strict supervision. It may be that most of the respondents responded in this manner because there is supposed to be strict supervision. 37.78% say that there is no strict supervision. Yearly, students write having seen almost all the papers. They have them before they are delivered to different circuit offices. The findings indicate that parcelling of examination papers in Pretoria is done under strict supervision. This is confirmed by the respondents (46.67%). The hypothesis that "tight security in the department prevents leakage", has been confirmed. Parcelling of examination papers in Pretoria should be done under strict supervision so that there can be no leaked papers.

18. STUDENTS STUDY EXTENSIVELY IN A CONSISTENT MANNER THROUGHOUT THE YEAR

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	7	7.78
No	81	90
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

Out of 90 subjects who responded, 7.78% gave the opinion that students do study extensively for the whole year. There are very few pupils who devote themselves to books in a consistent manner for the whole year. Students do not want to be called book worms. 90% gave the opinion that students do not study in a consistent manner for the whole year. Students relax for the whole year and want to cover a year's work in a short time, that is, when it is examination time. They watch T.V. till late, attend parties and discos. They stay away from classes for quite a long time. They lack correct study methods. When they see that they cannot cope with the work done, they resort to copying.

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been confirmed. Students who study extensively in a consistent manner throughout the year do not involve themselves in examination malpractices because they know their work.

THE STUDENTS STUDY EXTENSIVELY

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
One month before the examination	35	38.89
Two weeks before the examination	34	37.78
Other	14	15.55
Responses	83	92.22
Non-responses	7	7.78
TOTAL	90	100

Out of 90 respondents who responded, 38.89% expressed that students study extensively one month before the examination. This time is not enough. A student cannot cover the year's work in one month. Its likely that the student would not cope with the work done. 37.78% expressed that students study two weeks before the examination. These are the students who resort to copying because they cannot cope with the work done. 15.55% expressed "other" reasons

- (a) students do not study extensively through the year because they are lazy.
- (b) students are not serious with their work.

Some of the students who study extensively two weeks before the examination involve themselves in examination irregularities because they are not ready for the examination.

19. TEACHERS GO TO CLASS WHENEVER THEY ARE SUPPOSED TO

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	58	64.44
No	28	31.11
Responses	86	95.56
Non-responses	4	4.44
TOTAL	90	100

Of the 90 teachers, 64.44% maintained that teachers go to class whenever they are supposed to. It depends on whether they really teach or chat with students. Some teachers have a tendency of telling students about their life history e.g. how they got married, how he passed his degree and family affairs. He lives in a six roomed house. His children attend a multiracial school. 31.11% maintained that teachers do not go to class. Some of the teachers do not go to class because they are busy in the staffroom. Some may be busy with schoolwork whereas others may be doing their private work. It is good to know that some teachers are afraid to tell the truth that teachers do not go to class. Teachers should avoid absenting themselves from class because students will shift the blame to teachers. Students will accuse teachers of not completing the syllabus.

REASONS FOR YES (Reasons stated as given by subjects)

Some teachers go to class for the benefit of the students.

Teachers want to help students so that they can pass.

Teachers want to finish the syllabus in time. That is why they go to class.

Each and every class is always occupied by a teacher unless it is a free period.

Some teachers want good results. They care about students' performance.

Teachers want to serve a purpose. That is what they are paid for. Some teachers do their work because they are responsible for the failure of students at the end of the year.

REASONS FOR NO

Some teachers do not go to class because they are busy with their private work.

Some teachers are poorly motivated.

Teachers neglect their duties. Some teachers are not dedicated to their work.

Some of the teachers are lazy.

Some teachers do not prepare their lessons.

At times teachers are on sick leave. They are also engaged in other activities e.g. choir. They miss their periods when conducting the choir for the whole day.

Some teachers may not know the subjects they are teaching.

Teachers may be running away from the pupils' behaviour.

Teachers should go to class whenever they are supposed to, so that examination malpractices can be avoided.

20.

PROGRESS IS AFFECTED AT SCHOOL

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Boycotts	42	46.67
Too much time spent on extra mural activities	4	4.44
Lazy teachers	15	16.67
Absenteeism	15	16.67
Responses	76	84.44
Non-responses	14	15.56
TOTAL	90	100

Of the 90 subjects, 46.67% reported that progress is affected by boycotts at school. Boycotts affect progress because students stay for a long time not attending classes. In schools where there have been boycotts, students fail a lot because they write examinations being not ready. 4.44% reported that some of the teachers spend most of the time on extra mural activities. Each and every school should have an extra mural activities' time-table so that teachers cannot use teaching periods for extra mural activities. 16.67% reported that lazy teachers affect progress at school. Teachers are not concerned about pupils' progress. Students cannot make it if they are taught by lazy teachers. Teachers need to be duty conscious. 16.67% reported that absenteeism of both teachers and students does affect progress at school. If the absenteeism rate is high, there will be less work done. Absenteeism should be avoided as much as possible for good results at school. Boycotts and stayaways should be avoided because they promote examination malpractices.

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to

the buying of stolen examination papers", is confirmed. The finding indicates that progress at school is affected by boycotts and laziness.

21. EXPECTATIONS FROM STUDENTS WRITING AN EXTERNAL EXAMINATION

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Spend most of the time on books	24	26.67
Study the whole night	0	0
Must be well prepared before the examination	63	70
Other	1	1.11
Responses	88	97.78
Non-responses	2	2.22
TOTAL	90	100

Of the 90% respondents, 26.67% felt that students should spend most of the time on books. This will enable them to get used to work done. They would not have problems when it is examination time. They will only revise what they had already studied. 70% felt students must be well prepared before the examination. Being well prepared for the examination will eliminate "cross-nighting" which is unhealthy. A student cannot grasp a year's work in one night. He has to prepare himself long before the examination. A student should be responsible, must be able to discipline himself and devote himself to his work. A student must be able to do work on his own and not to be told when to study. He must have objectives in life. 1.11% felt that students should plan their study, i.e. meaningful study, and should abide by the rules. Students writing an external examination should be well prepared before the examination in order to avoid copying.

22. PUPILS MISBEHAVE IN THE EXAMINATION ROOM

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They have not studied	46	51.11
They are hopeless	8	8.89
They are encouraged by teachers	13	14.44
They have not been taught	4	4.44
Other	13	14.44
Responses	84	93.33
Non-responses	6	6.67
TOTAL	90	100

Of the 90 teachers involved in this study, 51.11% indicated that students misbehave in the examination room because they have not studied. Students enter the examination room not ready, and they hope to copy. 8.89% indicated that students are hopeless. Students fail to grasp the work done. They enter the examination room being hopeless. They do not know what to write. They are forced by blankness to copy. 14.44% indicated that students are encouraged by teachers. The teachers who did not complete the syllabus are likely to encourage students to copy. They want good results when they have done nothing. 4.44% indicated that students misbehave when they have not been taught. Students claim to copy if they know that their teachers did not teach them. Some students claim to copy because they will be brave to tell the teachers that the work was not done. Teachers should avoid such things. 14.44% indicated "other"

1. Students misbehave because of excitement and unexpected questions.
2. Students are not sure of themselves.
3. Students misbehave if teachers have not done their work properly.

4. Some of the students do not study and depend on copying.

Some of the students, it seems, misbehave in the examination if they have not studied. They copy in order to pass.

It is reported by teachers (51.11%) that students misbehave in the examination room when they have not studied. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been confirmed.

23. THE STUDENT FOUND COPYING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
The invigilator tears his paper or her paper	41	45.55
The invigilator warns him or her	18	20
The invigilator ignores him or her	11	12.22
Other Responses	15	16.67
Non-responses	5	5.56
TOTAL	90	100

Of the 90 subjects involved in this study, 45.55% stated that the invigilator tears the paper of the students found copying. The paper is torn so that the student can start afresh. The student who is found copying is not supposed to continue writing in the same script but has to be given a new one. 20% stated that the invigilator warns him or her. If the invigilator warns the student, all the students will copy because they know that they will not be disqualified, but they will be allowed to continue writing on the same answer sheet. 12.22% stated that teachers

ignore the students who are copying. They are afraid of the students. They think that they will be victims of the so-called "necklace". They think students will burn them to death. 16.67% stated "other"

- (a) Students should be reported to the Chief Invigilator.
- (b) The student should start afresh.
- (c) The invigilator should take the script together with the notes. Something should be done to students found copying to eliminate this bad habit. Copying is destroying the students' future because they will not be able to do things on their own, but they will always be dependent.

The invigilators should be strict and disqualify students found copying so that there can be less examination malpractices.

24. TEACHERS CAN CONTROL STUDENTS WRITING EXTERNAL EXAMINATIONS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	66	73.33
No	19	21.11
Responses	85	94.44
Non-responses	5	5.56
TOTAL	90	100

Of the 90 respondents involved in this study, 73.33% admitted that teachers can control students writing external examinations. Some think that controlling means dishing out of papers and collecting them. They do not bother about students who copy and those who do not finish on time. They bring ready answers into the examination room. 21.11% admitted that teachers cannot control students writing an external examination. Thembela (1982:1) maintains that some invigilators (teachers) encourage and allow

students to copy. Thembela continues to say that some teachers do not want to be involved in invigilating because of the corruption that goes on. They receive threats from some candidates if they prevent copying. Some teachers are so corrupt that they encourage pupils to copy because they are interested in good results. Some teachers are afraid that students will burn their houses if they are too strict. That is why they allow them to copy. Gilbert (1982:29) says that "one of the possible sources of conflict is the problem of small age differentials between teachers and pupils." There are older pupils in high schools. Some teachers complete studies at the training college at an early age. Students tend not to respect these teachers. Students claim to copy in front of young teachers because they do not respect them. They do whatever they like in front of them. They take for granted that they are equals.

REASONS FOR YES (Reasons stated as given by respondents)

Students are easily disciplined by people with whom they work.
Teachers know the rules of the external examination.
Teachers are strict.
Teachers know the culprits and would sit on them.
Students are disciplined.
Students do not respect people they do not know.

REASONS FOR NO

Students are uncontrollable
Teachers help students with answers. They ignore examination rules.
Students carry dangerous weapons.

Teachers who fail to control students writing external examinations promote examination malpractices.

25. DUTY OF THE CHIEF INVIGILATOR

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Watches teachers supervising the examination	53	58.89
Delivers papers to the circuit office	12	13.33
Distributes examination papers	8	8.89
Other	11	12.22
Responses	84	93.33
Non-responses	6	6.67
TOTAL	90	100

The above table shows that 58.89% reported that the duty of the chief invigilator is to watch teachers supervising the examinations. The chief invigilator has to see to it that the teachers are doing their work. He is responsible for whatever happens in his school. He will account for whatever misbehaviour is found in the school. 13.33% reported that the chief invigilator has to deliver the papers himself and not send a teacher because he may be cheated on the way. Some teachers may allow students to write correct answers and submit them later. 8.89% reported that it is the duty of the Chief Invigilator to distribute papers so that he can be sure that they are sealed when he opens them. The principal who is the chief invigilator should do his work himself because if malpractices occur, he will have to answer. He need not sit in his office but has to move around in order to see what is happening. 12.22% reported the "other" category :

1. The chief invigilator controls the whole examination.
2. The chief invigilator administers all invigilation procedures.
3. The chief invigilator sees that order is maintained.

The examination is in the hands of the Chief Invigilator. He must devote himself to the work. The Chief Invigilator is responsible for the whole examination process, so that copying could be avoided.

26. TYPE OF IDENTITY THE INVIGILATOR ASKS FROM THE STUDENTS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Reference book	35	38.89
Passport	0	0
Time table	50	55.55
Other	1	1.11
Responses	86	95.56
Non-responses	4	4.44
TOTAL	90	100

The above table reveals that 38.89% felt that the invigilator asks for the reference book. The reference book is a good identity document because you even see the photo of the person concerned. It is not easy to cheat. 55.55% felt that they produce the time table. Students produce the time table which is proof that the student is registered. The time table is dangerous if the invigilator does not teach in a particular school because the students may write for one another. 1.11% opted for "other".

1. There is no need for identity checks because the teachers know their students. It is possible if the teacher invigilates at his school but if it is private candidates, there will be problems. 4.44% did not respond. Identity checks is of importance so that students cannot cheat during the examination.

27.

EXAMINATION PAPERS ARE SEALED BEFORE BEING OPENED IN THE

EXAMINATION ROOM		
TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They are sealed	87	96.67
They are not sealed	0	0
Responses	87	96.67
Non-responses	3	3.33
TOTAL	90	100

The above table shows that of the 90 teachers involved in this study, 96.67% gave the opinion that papers are sealed before being opened in the examination room. They are opened in front of the students. There is not even one respondent who said that papers are not sealed when opened in the examination room. 3.33% did not respond.

REASONS

Papers are opened in the examination room to prove that there is no dishonesty.

Students are shown that they are sealed before they are opened.

Rules suggest that envelopes should be opened in the examination room to avoid leakage of papers.

To ensure that no leakage has taken place.

To discourage leakage of papers.

Papers are leaked before the exams, Pretoria or Ulundi might know.

Examination question papers are sealed before being opened in the examination to avoid leakage. The teachers (96.67%) reported that examination papers are sealed before being opened in the examination room. The hypothesis that "tight security in the department prevents leakage", has been shown to be valid.

28. STUDENTS WRITING AN EXTERNAL EXAMINATION SEE THE PAPER BEFORE IT IS WRITTEN

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
One month before the examination	11	12.22
In the examination	73	81.11
A day before it is written	0	0
Other	3	3.33
Responses	87	96.67
Non-responses	3	3.33
TOTAL	90	100

The above table reveals that of the 90 subjects involved in this study, 12.22% expressed that students see the paper one month before the examination. Students buy papers from people who sell them. Examination papers arrive at school the day they are going to be written. The Chief Invigilator fetches them the very same day they are going to be written so as to avoid leakage. 81.11% expressed that the students see the paper in the examination room. The students enter the examination not knowing the paper. They copy from different types of material because they do not know the questions. Those who already know the paper come with ready answers. 3.33% expressed "other" such as:

1. Students see the paper when it is handed out to them.
2. Students agree with those who say they see it in the examination room.

3.33% did not respond. Students should see the paper for the first time in the examination room so as to avoid examination malpractices.

29. THE DEPARTMENT REACTS CORRECTLY BY WITHHOLDING RESULTS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	48	53.33
No	38	42.22
Responses	86	95.56
Non-responses	4	4.44
TOTAL	90	100

53.33% of the respondents maintained that the department reacts correctly by withholding results. If results are withheld, students will not involve themselves in examination malpractices. They must pass through their own efforts. 42.22% maintained that the department is unfair in withholding results. The innocent students suffer if malpractices are suspected. The results are released late and students are delayed in going to University or College. They waste the whole year because of results which are withheld. 4.44% did not respond.

REASONS FOR YES (Reasons stated as given by the subjects)

Results should be withheld so that teachers can teach efficiently. To discourage the act. To encourage thorough studying on the part of the student. To ensure proper supervision. To investigate whether the whole school copied or not. Students will stop malpractices. They will do their work effectively. Students do not deserve those results.

A thorough investigation should be conducted.

Invigilators should be held responsible for copying.

Pupils should rewrite the examination.

The school, circuit and the culprits should be punished.

If results are not withheld malpractices will continue.

Students who involve themselves in examination malpractices will be frustrated and become failures in life.

Some schools want good results. They give students papers and answers.

Teachers who did not teach allow students to write while copying from books.

REASONS FOR NO

Innocent pupils may be affected.

The department is inaccurate.

The department is not sure whether students copied or not. It is the results of the suspected that have to be withheld.

Culprits feel the pinch.

This is the result of the department's negligence. Not all pupils are dishonest.

The students may have mastered the work but the department suspects that they copied.

The department should react if examination malpractices are suspected so that students cannot involve themselves in examination malpractices.

The hypothesis that "if malpractices are suspected the department withholds results", is confirmed. The respondents (53.33%) admitted that the department reacts correctly by withholding results.

30. PERFORMANCE OF STUDENTS WHO HAVE EXAMINATION PAPERS BEFORE THEY ARE WRITTEN

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Pass with flying colours	22	24.44
Average	26	28.89
Poor	26	28.89
Responses	74	82.22
Non-responses	16	17.78
TOTAL	90	100

Out of 90 respondents, 24.44% admitted that students with examination papers before they are written, pass with flying colours. This depends on the student. If the student is prepared for the examination it will be easy for him or her to answer the question paper. He will pass with good marks because it will be a revision for him. 28.89% admitted that they pass with an average mark. The students who got the paper when they were not well prepared for the examination managed to pass because of the question paper they got before time. 28.89% admitted that students perform poorly even if they had seen the paper. These students got the paper when they had not studied. They have difficulty in answering the paper. They get confused when they have to master the questions. It is difficult to master a lot of work in a short time. They are not sure of themselves. That is why they perform badly. 17.78% did not respond. It may be that they do not know.

31. CAUSES OF EXAMINATION MALPRACTICES (stated as given by respondents)

Students have not done their work. Students do not prepare themselves for the examination. They hope for leaked papers. Students do not spend their time on books but they watch T.V. and play music.

Lack of confidence on the part of pupils. They do not give themselves enough time to study.

Students lack study skills. They read without understanding. Misunderstanding of the foreign language.

It may be that the students have not been taught thoroughly.

Students are not motivated. They have not written enough tests.

The tests were not up to standard.

The teacher has not acquainted the students with the standard of work expected of them.

Teachers are not dedicated enough to prepare pupils for the examination.

Lazy teachers who do not go to class promote malpractices.

Students are hopeless and they are having an influence or are convinced that pupils are being failed. So they copy, so as to be average if marks have to be deducted.

Some students become nervous and forget everything. Others study too late, work becomes too much and pupils cannot cope with it. The fact that examination papers are available, even though strict supervision is claimed, promotes examination malpractices.

Poor control by the authorities. Lack of proper discipline. Financial gain on the part of officials. To gain by default on the part of students.

The leakage from the head office tempts the pupils

Competition of teachers about their school results leads to malpractices.

The white Pretoria regime wants to further its diabolical aims of producing illiterate qualified Black matriculants.

Matriculation certificate is of value to the community.

Department officials' attitude towards the schools with poor results.

Poor system of education that is the direct result of the political situation in the country.

Students are overcrowded and teachers cannot cope with the big numbers.

Burden placed on children when looking for a job promotes malpractices.

The fault is with the department because students get papers before the examination.

The department does not send syllabi to schools early and prescribed books too are sent late. You find that teachers in standard 10 are still busy with standard 9 work. This leads to examination malpractices. Boycotts and disturbances are a contributing factor to exam malpractices.

The syllabus is too long. The syllabus does not stick to what will come out in the examination. They learn a lot which does not feature in the examination. Thus they become frustrated and copy.

5.4 PRINCIPALS' QUESTIONNAIRE 5.4.1 Personal Particulars

1. SEX

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Male	9	81.82
Female	2	18.18
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Of the 11 principals, 81.82% were males and 18.18% were females. According to the table most High School principals are males. The male principal is dignified and respected by students. The male principal can control the male teachers.

2. AGE

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
20-25	0	0
25-30	0	0
30-35	2	18.18
35-40	0	0
40-50	5	45.45
50 and above	4	36.36
Responses	11	100
Non-responses	0	0
TOTAL	11	100

They have developed useful strategies of administering schools. Of the 11 subjects 18.18% range between the ages 30-35 years, 45.45% 40-50 years, and 36.36% 50 years and above. They are matured. They have the teaching experience. They are supposed to have techniques of managing the schools. They have developed useful strategies of administering schools in order to eliminate examination malpractices. Musaazi (1982:63) talks of three leadership skills which are:

1. Democratic - where members of the group are involved in the making of policies.
2. Autocratic - where the leader determines policy and assigns duties without consulting subordinates.

3. Laissez-Faire -where there are no rules in the organisation. Subordinates are free to do what they like. The Principals should know all these leadership styles for best management of the schools. The principal should try all the styles and see which one best suites his school.

3. TEACHING EXPERIENCE IN HIGH SCHOOL

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
0-5	0	0
5-10	0	0
10-15	6	54.54
15-20	0	0
20 and above	5	45.45
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Of the 11 respondents 54.54% have teaching experience of 10-15 years, 45.45% 20 years and above. They are experienced in High school teaching. They are supposed to know all the problems found in their schools. They should try all possible methods in order to help students not to involve themselves in examination malpractices. They should know how to deal with different types of student problems. There should be communication between the staff and students so that examination irregularities could be avoided.

4. RANK

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Principal	7	63.64
Vice Principal	3	27.27
Acting Principal	1	9.09
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Out of 11 Principals who responded, 63.64% were principals, 27.27% were Vice Principals and 9.09% was an Acting Principal. The Principals and Chief Invigilators gave the required information because they have experienced some of the problems.

5. WORKING HOURS PER DAY

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
7 hrs	1	9.09
8 hrs	3	27.27
9 hrs	3	27.27
10 hrs and more	4	36.36
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Out of 11 subjects who responded, 9.09% work for 7 hrs, 27.27% 8hrs, 27.27% 9hrs and 36.36% 10hrs and more. In this research it was found that most of the principals work more than 8hrs and

above. Most of the schools close at 3.30 p.m. Teachers have a lot of time to teach pupils unlike the schools which close at 1.00 p.m. 8hrs and more can help teachers to cope with the demands of the syllabus if they use it profitably. Examination malpractices can be eliminated if students and teachers devote most of their time to their school work.

6. QUALIFICATIONS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
PTC	0	0
JSTC	0	0
University degree	6	54.54
Honours degree	5	45.45
Masters degree	0	0
Doctorate	0	0
Other	0	0
Response	11	100
Non-responses	0	0
TOTAL	11	100

Out of 11 respondents who responded, 54.54% hold University degrees, 45.45% Senior degrees. All the principals have degrees. They have been academically and pedagogically trained which helps them to manage their schools. They have studied management and administration which help them to eliminate examination malpractices in their schools. Ngcongco (1986:97) says that Principals should be trained in management and administration. There should be seminars and workshops organized for the benefit of principals. The seminars help the principals to administer their schools properly.

7. YEARS OF EXPERIENCE AS A PRINCIPAL IN A HIGH SCHOOL

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
0-5	3	27.27
5-10	2	18.18
10-15	4	36.36
15-20	1	9.09
20 and above	0	0
Responses	10	90.90
Non-responses	1	9.10
TOTAL	11	100

The above table shows that 27.27% of the respondents have been Principals for between 0-5 years, 18.18% 5-10 years, 36.36% 10-15 and 9.09% 15-20 years. Most of the respondents have been heading the schools for quite a long time. This means that they are capable because if it was not the case, they would have been demoted. The experience they have is sufficient to cope with the complexities and demands of management and administration. They are supposed to know how examination malpractices can be eliminated.

5.4.2 Information concerning teachers

8. NUMBER OF TEACHERS IN THE SCHOOL

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
15-20	0	0
20-25	6	54.54
25-30	2	18.18
35-40	3	27.27
40 and above	0	0
Responses	11	100
Non-responses	0	0
TOTAL	11	100

The above table reveals that 54,54% of the respondents indicated that they have 20 - 25 teachers. 18.18% have 25 - 30 teachers and 27.27% have 35 - 40 teachers in their schools. Seemingly, all the schools are well-staffed. e.g. science teachers. Examination malpractices can be eliminated if each school has teachers for all subjects.

9. QUALIFICATIONS OF TEACHERS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
PTC	7	63.64
JSTC	11	100
STD	11	100
SSTD	9	81.82
PTD	1	9.09
UED	10	90.91
University degree	9	81.82
Honours/B.Ed	11	100
Masters	0	0
Doctorate	0	0

Of the 11 Principals involved in this study, 63.64% have teachers with PTC, 100% JSTC, 100% STD, 81.82% SSTD, 9.09% PTD, 90.91% UED, 81.82% University degree and 100% Senior degree. If we look at the above table, we can see that most of the teachers' qualifications qualify them to teach in a High School. Most of the schools have teachers with university education. Nxumalo (1980:102) says that at university, specific methods for specific subjects are taught and the academic knowledge of the subject is crucial. It is better to teach a subject in which you specialized and in which you were taught teaching methods. The teacher teaches better if he is professionally and academically trained. For a teacher to teach standard 10 History, he should at least have done University History I. It is not wise for a person with Matric History to teach matriculants. To eliminate examination malpractices, students should be taught by qualified teachers who are competent.

10. QUALIFIED TEACHERS TEACH BETTER THAN UNQUALIFIED TEACHERS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	6	54.54
No	3	27.27
Responses	9	81.82
Non-responses	2	18.18
TOTAL	11	100

Of the 11 subjects involved in this study, 54.54% reported that qualified teachers teach better than unqualified teachers. Qualified teachers have learnt teaching methods. They know which methods to use if the other one fails. They use different methods for the dull and the bright. Duminy and Sönghe (1986:23) say that the way in which pupils assimilate and process school work differs from pupil to pupil. The teacher has to be acquainted with different types of methods in order to cope with pupils' work. 27.27% reported that qualified teachers do not teach better than unqualified teachers. These people argue that teaching is a "call". There are unqualified teachers who teach very well. They are just gifted even if they are not trained. They are devoted to their work. That is why they cope with their work. 18.18% did not respond.

REASONS FOR YES (Reasons stated as given by subjects)

- Qualified teachers have teaching methods.
- Qualified teachers know how to approach pupils.
- Qualified teachers are better trained in the teaching line.
- Qualified teachers are aware of the work programme.
- Qualified teachers can impart knowledge and have effective methods.

REASONS FOR NO

It depends on the teacher.

Unqualified teachers do not know teaching methods.

It depends on the talent and aptitude counts.

Some of the students taught by unqualified teachers may involve themselves in the buying of leaked papers because they do not have confidence in them.

11. TEACHERS FOR ALL SUBJECTS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	8	72.73
No	3	27.27
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Of the 11 respondents involved in this study, 72.73% indicated that there are teachers for all subjects. In most schools there are teachers for all subjects, which is good. Students cannot complain that they have no teacher for a particular subject because that may be the reason why they copy. If there are teachers for all subjects, then there is smooth teaching and learning. A high pass rate is expected. It is the duty of the teachers to see to it that they pass students in the correct manner through their efforts and not through cheating during the examination. 27.27% indicated that some subjects have no teachers. It is very bad to have students without a subject teacher. The principal should report to the circuit office that he has no teacher for a particular subject. You may find that

some schools have an excess of the needed teachers. It would be wise for the Circuit Inspector to make transfers so that teachers can be evenly distributed.

12. TIME TABLES WHICH TEACHERS MAKE USE OF

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Personal time table	9	81.82
Class time table	0	0
Composite time table	2	18.18
Other	0	0
Responses	11	100
Non-responses	0	0
TOTAL	11	100

The analysis of the above table shows that the "personal time table" was a prime factor among respondents. 81.82% stated that teachers use personal time tables. It is better to use a personal time table because it is not easy to confuse periods, whereas with the composite, one can confuse periods because there are a lot of subjects. Duminy and Thembela (1983:67) say that teachers in secondary schools teach special subjects to different classes. The personal time table indicates at what time and in which class he is supposed to teach. The teacher should indicate in the time table when he is free and say what he will do during free periods. The teacher can mark scripts, be consulted by students and prepare teaching aids. All the above should be indicated in the personal time table. 18.18% stated that teachers use the composite time table. Usually the composite time table is in the staff room. So it means that it is easily reached by the teachers. That is why they prefer it. The teacher's work is in order if he uses a personal time table. Thus, examination malpractices

will be eliminated.

13. THE TIME TABLE CONSISTS OF

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Teaching subjects	11	100
Sports	5	45.45
Music	4	36.36
Other	1	9.09

From the above table the researcher deduced that the majority of subjects opted for "teaching subjects". 100% admitted that the time table consists of teaching subjects. Teaching subjects are of importance because students write examinations on them. Most of the time should be devoted to teaching for the best results. 45.45% admitted that the time table also includes sports. Students do need recreation. Recreation should not take most of the time. The table shows that there are schools which do not cater for sports. They must be having good results. 36.36% admitted that the time table also includes music. Music is a subject. There are students who are interested in music. Their talents can be developed. At universities there are music courses. 9.09% expressed "other" :

1. Religious Instruction and Physical training which are also included in the time table in their schools.

Most of the time at school should be spent on teaching subjects so that students may not be encouraged to copy when it is examination time.

14. TEACHERS FOLLOW THE TIME TABLE TO THE DOT

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	8	72.73
No	3	27.27
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Out of 11 Principals who responded, 72.73% reported that teachers follow the time table to the dot. The responsible teachers go to class whenever they are supposed to. They care about the pupils' progress. What is important is that teachers should go to class in order to teach. They should not go to class to chat with students or to tell them to study when they are busy with their own work. Some teachers occupy students with work. They sit in class doing nothing, if they are not in the mood for teaching. 27.27% reported that teachers do not follow the time table. They sit in staffrooms and do their private work. They know that they get paid, even if they do not go to class. They do not care about the students' future. Teachers should follow the time table so that there will be less buying of stolen papers.

15. FACILITIES FOUND IN EACH SCHOOL

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Laboratory	8	72.73
Library	10	90.90
Textbooks	9	81.82
Teaching aids	6	54.54
Other	1	9.09
With all the above mentioned facilities	5	45.45

72.73% of the respondents expressed that there are laboratories in their schools. Science students are taught with understanding if there are laboratories in the school. There are schools without laboratories. This is a problem because teaching is not effective. From the above table it is found that the majority of the respondents (90.90%) have libraries in their schools. Most of the schools have libraries. What is of importance is whether there are relevant books for students. The library has to serve a purpose for students. The librarian should make it a point that students find the information from the library. Students must be able to find information themselves. 81.82% expressed that they have textbooks. Quite a big number of schools have textbooks. Students should make use of textbooks. 54.54% expressed that they have teaching aids. Duminy and Thembela (1983:16) say that teaching aids help pupils to understand concepts. New concepts should be introduced to their concrete reality before pupils can grasp them. Pupils learn with ease if there are teaching aids. Teachers should make it a point that there are teaching aids when teaching. 9.09% expressed "other" such as:

1. There is sporting equipment. 45.45% reported that they have all the facilities in their schools. It means that there are less problems in these schools. Teachers should make sufficient use of these facilities for good results. Each school should have all the necessary teaching equipment so that examination malpractices could be eliminated.

5.4.3 Information concerning the school

16. TEACHERS START TEACHING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
On the first day the school opens	6	54.54
A week after the opening day	5	45.45
A month after the opening day	0	0
Other	0	0
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Out of 11 respondents, 54.54% felt that teachers start teaching on the first day the school opens. 45.45% felt that they start teaching a week after the opening day. Most of the teachers start teaching on the first day. Some of the teachers may be introducing themselves or giving students lists of books from the department. The department sends books very late. The teachers teach without students taking notes as it is said that parents are no longer prepared to buy books and exercise books because they heard that the department supplies books. The rest of the teachers start teaching a week after the opening day which means that the first week is devoted to the registration of students. When they are settled, they then start teaching. According to the table there are no teachers who waste a lot of time. This means that the syllabus is supposed to be completed.

17. STUDENTS ABSENT THEMSELVES FROM SCHOOL

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Physical illness	8	72.73
Academic difficulty	4	36.36
Homework not done	5	45.45
Teachers do not teach	1	9.09
Poor pupil-teacher relationship	5	45.45
Dislike of school	5	45.45
No bus fare	2	18.18
Looking after babies	1	9.09

The analysis of the above table reveals that "Physical illness" is regarded by most Principals (72.73%) as the important factor why students absent themselves from school. 36.36% academic difficulty, 45.45% homework not done, 9.09% teachers do not teach, 45.45% poor pupil-teacher relationship, 45.45% dislike of school, 18.18 no bus fare and 9.09% looking after babies. Absenteeism is not good because students miss a lot of work when they are absent. They fail to cope with work done. As a result they resort to examination malpractices in order to pass. Some students, because of the above reasons, start by absenting themselves and finally drop out of school.

18. STUDENTS WRITING AN EXTERNAL EXAMINATION ARE RUDE

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	1	9.09
Agree	0	0
Undecided	0	0
Disagree	7	63.64
Strongly disagree	3	27.27
Responses	11	100
Non-responses	0	0
TOTAL	11	100

The above table shows that of the 11 respondents, 63.64% disagree with the idea that students writing an external examination are rude, 27.27% strongly disagree, and 9.09% strongly agree. The table reveals that students writing an external examination behave themselves. They do not do what they like. They listen to their teachers. They do not come late to school. They wear uniform for the whole year. As a result they will get good testimonials from their teachers.

REASONS

It depends on the teacher's attitude towards them as students writing an external examination.

If authorities are honest there is no rudeness.

If students writing an external examination are not rude, there will be less examination malpractices.

19. INVIGILATOR'S RESPONSE WHEN SEEING A STUDENT COPYING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
He disqualifies him	1	9.09
Reports the student	7	63.64
Warns the student	3	27.27
Other	0	0
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Of the 11 Principals 9.09% maintained that the invigilator disqualifies the student found copying. The student has to start afresh. 63.64% maintained that the invigilator reports the student. When the student is reported it is the Chief Invigilator who decides whether to proceed with the matter or not. 27.27% maintained that the invigilator warns the student. It is a bit dangerous to warn the student because others will copy too, knowing that they will be warned. The invigilators should disqualify the student found copying so that students cannot involve themselves in examination malpractices.

20.

STUDENTS INVOLVE THEMSELVES IN EXAMINATION MALPRACTICES

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They think copying will pull them through	9	81.82
They think they will get high marks	0	0
They think failing is a shame	1	9.09
Other	1	9.09
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Of the 11 respondents involved in this study, 81.82% felt that students copy because they think copying will pull them through. 9.09% felt that they think failing is a shame. Students copy because they want to pass. They want to go to Colleges and Universities. They are not ashamed of passing through copying. These students will encounter problems in the next classes because they were not fit to pass. Others do not want to repeat standard 10. 9.09% reported "other", they want to pass inspite of their being not fit to pass. Some students involve themselves in examination malpractices because they want to pass.

Principals (81.82%) stressed that students involve themselves in examination malpractices because they think copying will pull them through. The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", is confirmed.

21.

STUDENTS WITH PAPERS PASS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	7	63.64
No	3	27.27
Response	10	90.91
Non-responses	1	9.09
TOTAL	11	100

Of the 11 subjects involved in this study, 63.64% stated that students with examination papers pass. 27.27% stated that they do not pass. Students who write after having seen the paper do pass because they have studied the actual questions thoroughly. They "cross-night" answering the papers. Others go to the extent of asking experts to answer papers for them. That is why they pass. Some of them enter the examination room with ready answers. 9.09% did not respond.

REASONS FOR YES (Reasons stated as given by respondents)

Some pupils do pass because they were not traced.

Pupils pass if the papers are relevant and if they studied the questions.

Pupils knew and prepared the questions.

Pupils have been assisted by teachers, brothers, sisters and friends to prepare answers in advance.

REASONS FOR NO

Students fail if they have been detected somehow.

At times students find that it is not the real paper and they fail.

Students are susceptible to suspicion. They fail to answer correctly.

Students who write after having seen the paper are destroying themselves because they pass through examination malpractices.

22. THE DEPARTMENT SUSPECTS MALPRACTICES

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Releases results	0	0
Withholds results	10	90.91
Deducts marks	0	0
Examination is rewritten	0	0
Other	0	0
Responses	10	90.91
Non-responses	1	9.09
TOTAL	11	100

The above table shows that of the 11 subjects, 90.91% stated that the department withholds results if malpractices are suspected. The department must withhold results because it wants to check why there had been malpractices. They do not want the students to cheat. They also want to know where the invigilators were when students cheated. They want to know whether teachers reported or kept quiet. If they did not report, it means that the teachers are in favour of examination malpractices. 9.09% did not respond. The department should react when examination malpractices are suspected so that students can stop involving

themselves in examination malpractices. The majority of the principals (90.91%) maintain that the department withholds results if malpractices are suspected. The hypothesis that "if malpractices are suspected the department withholds results", is confirmed.

23. THE DISADVANTAGE OF STUDENTS WHO PASS THROUGH COPYING

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Cannot cope with tertiary education	5	45.45
Lower the standard of Black education	3	27.27
Have difficulty in making a success in the next class	3	27.27
Other	0	0
Responses	11	100
Non-responses	0	0
TOTAL	11	100

The table reveals that most of the subjects (45.45%) were of the opinion that students who pass through copying cannot cope with tertiary education. 27.27% reported that they lower the standard of Black education. 27.27% reported that they have difficulty making a success in the next class. Some universities or colleges do not accept pupils from schools which were suspected of malpractices. They do not have confidence in those students. Most Universities let students write a test before they are accepted. Other races look down upon Black education. Students who pass through examination malpractices encounter problems in the next classes.

24.

PARENTS' ATTITUDE TOWARDS EXAMINATION MALPRACTICES

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Parents favour malpractices	0	0
Parents want their children to pass	9	81.82
Parents buy their children examination papers	0	0
Other	2	18.18
Responses	11	100
Non-responses	0	0
TOTAL	11	100

Of the 11 respondents who responded, 81.82% admitted that parents want their children to pass. 18.18% opted for "other" - parents disapprove of examination malpractices. Parents who want their children to pass are desperate. They want to see their children progressing. They do not care how. Some of them are aware that they are destroying the future of their children. Some of them are poor. They cannot afford to pay school fees for the second time.

25.

STOLEN EXAMINATION PAPERS HELP THE STUDENTS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
They arm the Black children with knowledge which is vital	0	0
Do not arm Black children with knowledge which is vital	11	100
Other Responses	0	0
Non-responses	11	100
Non-responses	0	0
TOTAL	11	100

The above table shows that of the 11 subjects, 100% maintained that examination papers do not arm Black children with knowledge which is vital. It is a shame because students fail at the University of Zululand where there is a Semester system. They do not come back for the second semester. Some of them fail to understand the questions asked. They cannot do work on their own. They are not creative and lack critical thinking. They simply memorise the work. Some of them cannot express themselves in English. They started copying at an early stage and they got used to it. They encounter problems in Higher education.

26. CAUSES OF EXAMINATION MALPRACTICES (Stated as given by subjects)

They are caused by students not studying, sufficiently.

Laziness of some students. Pupils not well prepared for the examination.

Students who buy papers never bother themselves about working hard and as such have no knowledge of the work.

Lack of motivation of pupils.

Some students want a certificate which they hope will get them a job.

A matric certificate is the only key to employment.

Some pupils want to pass and proceed with their careers.

Wrong teaching methods and some teachers not completing the syllabus cause examination malpractices.

Teachers not dedicated to their work thus encouraging students to buy papers.

Ill-preparations and a low standard of teaching and learning in the lower classes promote examination malpractices.

Some parents do not encourage pupils to study and they lack a studying place at home.

Some people make money by selling papers.

Dishonesty among some officials. Dishonesty in the upper circles.

Monitory gains in some instances.

To augment one's meagre earnings by selling examination papers.

Failure to regard education as a means to intensify faith.

Disrespect for racial status.

Confused economic issues.

5.5 CONCLUSION

In this chapter, data has been analysed and interpreted. The respondents proved what the causes of examination malpractices are in High schools. The students gave their reasons for examination malpractices. The teachers' and principals' experience and observations made it clear what the causes of examination

malpractices are. The conclusion drawn from this chapter will be discussed together with conclusions on the whole project. This is done in the next chapter.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter summary, conclusions and recommendations of the study will be given.

6.2 SUMMARY

6.2.1 Restatement of the problem

The researcher was concerned with the problem that some of the students do not do their work but hope to pass the examination by relying on stolen examination papers. She was also aware of the high rate of absenteeism from classes even though students still hope to pass examinations. In this study, it was also found that there are no teaching aids and laboratories in the Umlazi schools. Teachers engage in extra mural studies and devote less time on teaching. As a result students are not adequately prepared for examinations. Teachers do not complete the syllabi before the examinations. Invigilators sometimes involve themselves in lowering standards of Black education. They allow students to copy answers from materials which should not enter examination rooms. The above mentioned problems are likely to encourage students to involve themselves in examination malpractices.

The researcher tried to find ways of eliminating this bad practice so that pupils can pass through their efforts not through leaked papers and copying.

In almost all the chapters of this study the above mentioned problems were proved to exist. Other research investigations have documented that examination malpractices are not an outcome of a single factor but a number of factors that bring pressures to the pupils. Ndlovu (1983) supported this opinion in his address given at the University of Zululand when he said that some teachers do stay in staff rooms when they should be teaching or absent themselves from classes for no legitimate reasons.

Findings of this study were further backed up by Thembela (1982) who maintains that copying is not discouraged in some of the centres. In some cases invigilators actually connive at malpractices by allowing students to have access to books and notes while in the examination rooms.

6.2.2 Hypotheses

Having reviewed the literature, particularly the books which dealt with the researched problem, the researcher formulated hypotheses that would guide the research method.

THE FOLLOWING HYPOTHESES WERE FORMULATED

1. Stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers.
2. Tight security in the department prevents leakage.
3. If malpractices are suspected the department withholds results.
4. Some irresponsible members of the community sell stolen examination papers to pupils.

The above hypotheses were proved valid.

The hypothesis that "stayaways, laziness and irresponsibility affect serious teaching and learning at school, leading in turn to the buying of stolen examination papers", has been justified. In this study this is confirmed by the students who reported that teachers do not complete the syllabus because they are lazy. They are not dedicated to their work. Teachers admitted that progress at school is affected by boycotts. Findings of this study were further backed up by Ndlovu (1983) who is of the opinion that there is no work in the pupils' exercise books. If it is there, it is not marked.

The hypothesis number 2 which is: "tight security in the department prevents leakage" was proved valid. This is supported by Kruger et al. (1983:233) who say that examination papers are handled with confidentiality and there is strict supervision when papers are printed and packed. The teachers also confirmed that parcelling of papers is done under strict supervision. This means that papers leak on their way to the circuit offices or centres.

The hypothesis that "if malpractices are suspected the department withholds results" has been confirmed. The findings of this study were further backed up by Mathonsi (1988:38) in his study when he stressed that results of certain schools were withheld because of leakages of certain examination papers. As a result pupils were required to rewrite two or three subjects. This is also proved by teachers' and principals' responses which proved that the department withholds results if malpractices are suspected. The above ideas are supported by the Natal Witness (1987) which reported that the department withheld results of a certain school because irregularities were suspected during the writing of certain papers. The department asked the affected scholars to submit written explanations proving their innocence.

The hypotheses number 4 that "some irresponsible members of the community sell stolen examination papers to pupils" was proved valid. This is confirmed by the pupils who stressed that parents certainly buy their children examination papers because they think they are helping their children. The findings of this study were further backed up by the Natal Witness (1986) which stated that Matric papers were sold in the townships for between R25 and R50. The English and History papers were available before they were written. The Natal Witness (1986) continues to say that certain teachers were found with examination papers in their possession. They were themselves candidates and not examiners. The department said that the possession of counterfeit examination papers by teachers would constitute serious misconduct against which the department would not hesitate to prosecute. The researcher referred to teachers because they are part of the community.

6.2.3 Aim of the study

The aim of the study was to investigate the causes of standard 10 examination malpractices. To achieve this it was necessary to:

- ensure that teachers are serious with their work and complete the syllabus before the examination is written.
- promote teacher-pupil relationship at school for effective teaching and learning so that examination malpractices are avoided.
- eliminate examination irregularities through the creation of parent teacher associations with the proper understanding of the educational aims and objectives.
- involve the community in the education of the pupils.

- make it a point that the school is well equipped with teaching aids for best results.
- encourage pupils to pass through their own efforts not through examination malpractices.
- warn pupils about stayaways because they waste a lot of time not applying themselves to their studies.
- let teachers help students with study skills.
- discourage examination malpractices.

6.2.4 Methodology

A literature study of primary and secondary sources on examination malpractices was carried out. Questionnaires were sent to teachers, pupils and principals. The questionnaire consisted of structured as well as unstructured items for validity and reliability. The questionnaire was administered by the researcher in some of the schools for the purpose of clarifying certain points. The respondents who were involved in the sample questionnaire responded very well. There were very few questionnaires which were not returned. If some of the questionnaires are not returned, the researcher encounters problems when analysing data. Data gained from the respondents was analysed. Responses to the questionnaire helped provide additional information on the causes of standard 10 examination malpractices.

Review of previous work done in this field was extensively done. Thembela (1982:1) expressed that both teachers and pupils do not do their work positively during the course of the year. The pupils hope for leaked papers. That is why they do not study.

The study is further backed up by Dhlomo (1982) who maintains that the teacher is blamed because one cannot understand why most of the answers in 1981 were identical even when such answers were wrong. This did not only apply to the essay type questions but to one word answers. It appeared as if somebody had been dictating answers to the students. The Natal Mercury (1986) agrees with the above statement by reporting that the Matric papers were on sale in townships. The pupils insisted that the Maths and English papers were available before the examination was written.

Kunene (1983) stressed that a lot of teaching time is wasted by the teachers on extra mural activities like sports and music. Some pupils are also a contributory factor because they roam about during school hours. These students do not do their work but hope to pass the examination by relying on stolen examination papers.

6.3 CONCLUSIONS

6.3.1 Irresponsibility of teachers

In this study it was found that teachers do not go to class whenever they are supposed to. They are lazy. They sit in the staff room during their teaching periods. Others absent themselves from school. They are not dedicated to their work. There is no work in the pupils' exercise books. If it is there it is not marked. The students reported that teachers stay in staff rooms if they did not prepare for their lessons. Teachers do not exert themselves to the school work. This contributes to examination malpractices.

6.3.2 Extra-mural studies by teachers

The study revealed that teachers involved in extra mural studies do not teach effectively because they concentrate on their own studies. These teachers do not go to classes because they are busy with their assignments. Teachers who do not teach effectively promote examination malpractices.

6.3.3 Completion of the syllabus

It was disclosed that teachers who do not go to classes whenever they are supposed to, do not complete the syllabus. Incompletion of the syllabus encourages examination malpractices. If the syllabus is not completed before the examination commences students resort to the buying of stolen papers in order to pass. The teachers who do not complete the syllabus may encourage pupils to copy in the examination room in order to pass their examinations at the end of the year.

6.3.4 Qualified teachers

In this study it has been concluded that qualified teachers teach better than unqualified teachers. The unqualified teacher is the teacher who has not been trained to teach. It was shown that the standard of teaching of the unqualified teacher is low. The syllabi have been upgraded. Teachers who are not competent in their subjects because of low academic qualifications cannot cope with the level of the work they are supposed to teach. Qualified teachers teach better because they have teaching methods. They know which methods to use for pupils with varying capacities for learning. Duminy and Söhngé (1986:23) say that the way pupils assimilate school work differs from pupil to pupil. If the teacher knows different methods he will be able to help the pupils.

6.3.5 Teacher-pupil ratio

Teachers involved in this survey expressed that the classes are overcrowded. Teachers fail to cope with big numbers because they cannot give individual assistance. Teaching is not effective if the classes are overcrowded. Malherbe (1977) stressed that a Black teacher has to cope with double as many as a Coloured or Asian teacher and three times as many as the White teacher. This promotes high failure rate. Some students involve themselves in irregularities in order to pass.

6.3.6 Irresponsible Invigilators

The study demonstrated that invigilators allow students to copy in the examination room. The invigilators who did not complete the syllabus allow students to copy. The students reported that students ask invigilators to dictate answers to them. Some invigilators do dictate answers especially those teachers who did not do their work during the course of the year. Irresponsible invigilators encourage examination malpractices by ignoring the students who are copying because they are interested in good results.

6.3.7 Absenteeism of pupils

Pupils who absent themselves from school perform badly compared to their classmates. The pupils miss some of the lessons taught in their absence. They fail to link the work done when they were present and the work done in their absence. The progress of the child is retarded if he absents himself. Absentees do not bother about asking the teacher to repeat the lessons for them. They do not care for extra teaching so that they can be up to date with their school work. Absenteeism promotes examination malpractices.

Thembela (1982:1) expressed that some pupils absent themselves from school because they hope to obtain examination papers at the end of the year.

6.3.8 Poor home conditions for studying

A study place at home motivates the child to study at home. A proper place of study encourages the child to do his homework at home away from other family members. It was disclosed that pupils lack proper place of study. Most of them study in the kitchen and lounge. The proper place of study motivates the child to study for longer period because he or she is comfortable. If the child studies in a noisy place, he will not understand the work. Proper place of study may eliminate examination malpractices. Mncwabe (1985:110) maintains that in order to motivate a child to do his work he must have a proper place in which to operate. Studying requires concentration and attention. The proper place of study stimulates the child to study.

6.3.9 Lazy students

Lazy students were found to be poor in their school work. Teachers in this study revealed that students do not study extensively in a consistent manner throughout the year. They fail to cope with the work done because they relax for the whole year. Students are lazy to study. They do not do their work because they hope for leaked papers. Millan and Pauk (1969:4) stated that teachers should help pupils with study skills which will help them master the work done at school. Students who do not have study skills may involve themselves in examination malpractices in order to pass.

6.3.10 Lack of equipment

The study revealed that a small portion of the principals as shown by 45.45% have all the facilities in their schools. There is a difference between the performance of the students with all the facilities in their schools and those who do not. Duminy and Thembela (1983:16) expressed that the use of teaching aids helps to make learning more meaningful. There is the possibility of intelligent application of the subject matter. Thembela (1982:3) says that the standard of teaching and learning which is affected by poor facilities has resulted in both the teacher and pupils having lost confidence that they can pass without copying.

6.3..11 Supply of books by the department

It has been concluded that the department supply does not satisfy all the students. Parents are not prepared to buy books for their children. They wait for the supply. Because of the shortage of books students do not study effectively. They do not study on their own at home. The teacher compiles notes for the students. Lack of books may lead to examination malpractices.

6.3.12 Tight security in the storing of examination papers

Tight security in the storing of examination papers eliminates leakages. There will be less selling of stolen examination papers if there is tight security in the department. Lack of tight security promotes examination malpractices. Pupils do not do their work because they rely on leaked papers.

If there can be tight security in every place where papers are stored pupils will be motivated to do their best in their school work. Tight security will lessen examination malpractices.

6.3.13 The department withholds results

The department withholds results if malpractices are suspected. The department releases results after investigating malpractices. The results of innocent students who did not have prior access to examination papers are withheld. The honest students are penalised with the rest. The department reacts correctly by withholding results so that examination malpractices can be eliminated.

6.3.14 Value of standard 10 examination

It has been concluded that stolen examination papers do not arm Black children with knowledge which is vital. Stolen examination papers lower the standard of education. The department blames the teachers for copying and dishonesty. The teachers also blame the department for the lack of security which prevents leakage. The community blames the teachers and the department for the maladministration of the system. Leakages encourage teachers and pupils not to work hard throughout the year. Dhlomo (1982) says that Black Education in South Africa is already the poorest in terms of quality. Examination malpractices encourage such a situation whereby even the few matriculants that are produced will be doubted by the industrial world.

6.4 RECOMMENDATIONS

In order to eliminate standard 10 examination malpractices the following recommendations are suggested:

- Pupils must be taught by qualified teachers who are competent in their subjects and who are dedicated to their work. Unqualified teachers should upgrade themselves in order to be competent in their subjects. Teaching and learning are effective when pupils are taught by qualified

teachers who know the right teaching methods. Teachers without Matric must upgrade themselves. Training colleges now accept Matriculants to train as teachers.

In-service courses could be organized to teach teachers about new developments. In-service courses are helpful if well conducted.

- Teachers must go to class whenever they are supposed to. There should be a period register which will be marked if the teacher enters the class for a lesson. Teachers must dedicate themselves to their work. Whenever they are in class they should teach and not tell unnecessary stories. The scheme of work must be followed to avoid incompleteness of the syllabus. The principals must visit teachers in class without prior arrangement so that they can see whether they do their work or not. The principal will know how teachers perform in class. This will also help the teachers to be confident in their work and they will prepare their lessons everyday.
- Each school must have a laboratory for science subjects. Science subjects should take place in the laboratory so that experiments can be conducted.
- There is need for a library in each school. There must be a qualified teacher-librarian who will teach students how to use the library. Pupils must be able to find information themselves in the library. The library must have all the necessary books which will be useful to the pupils.
- For effective teaching there must be teaching aids in schools. Teachers must be acquainted with the usage of the teaching aids. Teaching aids must be used for the benefit of pupils.

- Teachers must make it a point that all the students have prescribed books. If all students have books there will be less problems in teaching. The teacher will be able to give pupils homework and they will do some of the work themselves. The department must send books to schools in time.

- There must be serious teaching and learning in schools. Students must be fully involved in learning. They must be given study periods during school time and be supervised by staff members and also be given homework which will be marked. Throughout the tests must be written under conditions that engender seriousness and efficiency.

- The teacher pupil ratio must be in a manner that teachers are able to teach effectively. Overcrowded classes must be avoided as much as possible. The teacher teaches effectively if he teaches a small number of students.

- The teacher pupil and parent relationship must be emphasised. The school should help parents understand what education is all about so that they can help their children. They must be given a chance to voice their views. Parents must be told about the importance of the study room so that they can make means of having one for their children.

- Maximum security measures must be provided by the department in Pretoria. Examiners must meet at Head Office to set and moderate question papers. Examination officials should be very strict in order that all the set question papers are left at Head Office. Typing and duplicating must be done by highly responsible people and not any person. Misprinted papers must be destroyed under official supervision. The

department must provide tight security in the storing of question papers. Packing into envelopes and sealing must be done under the strict supervision of responsible officials.

- Circuit offices must have strong rooms for the storage of these papers. Question papers must be delivered or collected on the day each paper is to be written. Measures taken by the education authorities to eradicate theft of examination papers should be supported by all those who have the welfare of the Black child's education at heart. Anyone found tampering with or leaking papers must be severely punished.
- Papers must be sent directly to schools and examination centres, to a specially selected and responsible person who will be honest in his duty.
- Invigilation must take place under the principal's immediate supervision. Any invigilator who allows copying and is found out, must be immediately suspended from duties. Invigilators must be well informed about the importance and seriousness of examinations so that they cannot allow students to copy.
- Candidates must be properly searched and warned against irregular or dishonest practice. They must be told that any act of dishonesty shall result in immediate expulsion from the examination room and disqualification from further examination. Penalties must in every case be severe entailing cancellation of candidate's examination.
- Results must be dispatched promptly and in time to candidates. Examinations should be guided by a sense of responsibility, supervision and efficiency.

- If leakages are reported, the said paper should immediately be cancelled and a new one set.

The above recommendations are recommended for further study.

6.5 CONCLUSION

If all the above mentioned recommendations can be adhered to examinations will regain their validity, reliability and respect. The teacher has a role to play in restoring the value of examinations. If the examination officials can be responsible and efficient, and if they can properly supervise the examination the whole education system would not collapse.

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APPENDIX A
STUDENTS' QUESTIONNAIRE

The aim of this study is to find out what the causes of examination malpractices are. What is it that makes pupils misbehave during the examination?

I would be grateful if you would assist me by completing this questionnaire as accurately as possible. You must be frank and honest in answering the questions. There are no wrong or right answers. Please do not write your name on the form. All the information you will give will be treated as highly confidential. Information will be used for research purposes only. It will be useful to education and community.

Please indicate your choices by completely filling in one box (by means of a cross (x)) in the category that best describes your view of that statement.

SECTION A

PERSONAL PARTICULARS

1. Sex:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Age:

14-18	<input type="checkbox"/>
18-22	<input type="checkbox"/>
22-26	<input type="checkbox"/>
26-30	<input type="checkbox"/>
30 and above	<input type="checkbox"/>

3. What standard are you doing?

Standard 8	<input type="checkbox"/>
Standard 9	<input type="checkbox"/>
Standard 10	<input type="checkbox"/>

8. What is your mother's level of education?

- No schooling
- SSA-Std 2
- Std 3 - Std 5
- Std 6 - Std 8
- Std 9 - Std 10
- Diploma
- University degree

9. What is your father's level of education?

- No schooling
- SSA-Std 2
- Std 3 - Std 5
- Std 6 - Std 8
- Std 9 - Std 10
- Diploma
- degree

10. Who pays school fees for you?

- Parents
- Guardian
- Relatives
- Sponsor
- Other (specify)

11. Where do you study at home?

- Lounge
- Bedroom
- Study room
- Kitchen
- Other (specify)

12. What type of light do you use?

- Candle
- Electricity
- Gas lamp
- Other (specify)

13. Does your parent scold you if you use light for the whole night?

- Yes
- No

14. How many hours do you study?

- 2 hours
- 3 hours
- 4 hours
- 5 hours
- 6 and above

15. Do you have a time table?

- Yes
- No

Give reasons for your answer

.....

.....

16. Why do you study?

- Because you are writing a test
- You want to get used to the work done
- Other (specify)

17. Who supervises you at home?

- Mother
- Father
- Sister
- Brother
- Other (specify)

18. What is the parent's attitude when they see you studying?

- They are happy
- They help me
- They do not bother
- Other (specify)

SECTION C

INFORMATION CONCERNING THE SCHOOL

19. Why do teachers not complete the syllabus before the examination starts?
- | | |
|-------------------------------------|--------------------------|
| They are lazy | <input type="checkbox"/> |
| They absent themselves from school | <input type="checkbox"/> |
| They do not know the subject matter | <input type="checkbox"/> |
| Other (specify) | <input type="checkbox"/> |
20. Do teachers who are studying teach effectively?
- | | |
|---|--------------------------|
| They concentrate on their studies | <input type="checkbox"/> |
| They do not mark pupils work | <input type="checkbox"/> |
| They sit in the staff room even if they are present | <input type="checkbox"/> |
21. Why do students copy?
- | | |
|--|--------------------------|
| They have not been taught | <input type="checkbox"/> |
| They are not ready for the examination | <input type="checkbox"/> |
| They did not study | <input type="checkbox"/> |
| Other (specify) | <input type="checkbox"/> |
22. What affects progress at school?
- | | |
|---|--------------------------|
| Stayaways | <input type="checkbox"/> |
| Too much time spent on extra mural activities | <input type="checkbox"/> |
| Absenteeism | <input type="checkbox"/> |
| Laziness | <input type="checkbox"/> |
| Other (specify) | <input type="checkbox"/> |
23. How do students writing external examination behave?
- | | |
|---------------------------|--------------------------|
| Rude | <input type="checkbox"/> |
| Wild | <input type="checkbox"/> |
| Can be controlled | <input type="checkbox"/> |
| Want to do what they like | <input type="checkbox"/> |
| Other (specify) | <input type="checkbox"/> |
24. Why do teachers sit in staff rooms during their teaching periods?
- | | |
|---------------------------------------|--------------------------|
| They did not prepare | <input type="checkbox"/> |
| They are not competent in the subject | <input type="checkbox"/> |
| Other (specify) | <input type="checkbox"/> |

25. Why don't students study?

- They hope for leaked papers
- They hope for copy
- They cannot cope with the work done
- Other (specify)

26. Do students ask teachers to answer question papers for them?

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Give reasons for your answer

.....

.....

27. Do students ask the invigilator to dictate answers for them?

- Yes
- No

Give reasons for your answer

.....

.....

28. Do students instruct the invigilator to extend time?

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Give reasons for your answer

.....

.....

29. Why does the invigilator ignore the student who is copying?

- He wants to be loved by students
- He wants good results
- The students will burn his house
- Other (specify)

30. Why do students discuss the paper in the examination room?

- They want to get all answers correct
- They want to write one and the same answers
- They want to help each other
- Other (specify)

31. Why does the department withhold results?

- If malpractices are suspected
- If students wrote one and the same answers
- If malpractices have been reported
- Other (mention)

32. What is the students' response when they see their fellow student copying?

- They copy
- They continue writing
- They report the one who is copying
- Other (mention)

33. Why do students copy when the fellow student is copying?

- They think they will pass
- They are ashamed of failing
- Other (mention)

34. Why do parents buy their children examination papers?

- They love their children
- They want them to pass
- They are ignorant
- They think they are helping their children
- Other (mention)

35. Which parents buy their children papers?

- Learned
- UnLearned
- Both of them
- None

36. Will you please comment on examination malpractices?

.....

.....

.....

.....

.....

4. Teaching experience:

- 0-5
- 5-10
- 10-15
- 15-20
- 20 and above

5. Teaching subject:

- History
- Zulu
- Biology
- Accountancy
- English
- Afrikaans
- Other (specify)

6. What class do you teach?

- Standard 7
- Standard 8
- Standard 9
- Standard 10

SECTION B

INFORMATION CONCERNING PUPILS

7. What is standard 10 enrolment:

- 50-100
- 100-200
- 200-300
- 300-400
- 400 and above

8. Do all students have prescribed books?

- Parents cannot afford to buy books
- Department supply does not satisfy all the students
- Students spend book's money on other things
- Other (specify)

9. Why don't teachers complete the syllabus?

- The syllabus is too long
- Teachers do not do their work
- Disturbances waste time
- Other (specify)

10. Standard 10 pupils attend school more regularly than others:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Give reasons for your answer:

.....

.....

11. Are standard 10 students exemplary to other fellow students?

- Yes
- No

12. Students copy in the examination room?

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

13. Why do students copy?

- They cannot afford to memorise all the work done
- They have ready answers
- They are not sure of themselves
- They want to pass

14. From where do students copy?

- From the books
- From small pieces of paper
- From each other
- Other (mention)

15. What is the disadvantage of students absenting themselves from school?

- They miss a lot
- They cannot link the work done
- They fail to cope with work done
- Other (mention)

16. Whose progress is retarded by the absentees?
- The progress of the whole class
- His/her progress
17. Do you think parcelling of examination papers in Pretoria is done under strict supervision?
- Yes
- No
18. In your opinion do students study extensively in a consistent manner right through the year?
- Yes
- No
- If No, does the student study extensively?
- One month before the examination
- Two weeks before the examination
- Other (specify)
19. Do teachers go to class whenever they are supposed to?
- Yes
- No
20. What affects progress at school?
- Boycotts
- Too much time spent on extra mural activities
- Lazy teachers
- Absenteeism
21. What is expected of the student writing an external examination?
- Spend most of the time on books
- Study the whole night
- Must be well prepared before the examination
- Other (specify)
22. Why do pupils misbehave in the examination room?
- They have not studied
- They are hopeless
- They are encouraged by teachers
- They have not been taught
- Other (specify)

23. What happens to the student found copying?

- The invigilator tears his/her paper
- The invigilator warns him/her
- The invigilator ignores him/her
- Other (specify)

24. Can teachers control students writing external examination?

- Yes
- No

Give reasons for your answer:

.....
.....

25. What is the duty of the chief invigilator?

- Watches teachers supervising the examination
- Delivers papers to the circuit office
- Distributes examination papers
- Other (specify)

26. What type of identity does the invigilator ask from the students?

- Reference book
- Passport
- Time table
- Other (specify)

27. Are envelopes containing examination papers sealed before being opened in the examination room?

- They are sealed
- They are not sealed

Give reasons for your answer:

.....
.....

28. When do students writing an external examination see the paper?

- One month before the examination
- In the examination room
- A day before its written
- Other (specify)

APPENDIX C

PRINCIPALS' QUESTIONNAIRE

The aim of this study is to find out what the causes of examination malpractices are. What is it that makes pupils misbehave during the examination?

I would be grateful if you would assist me by completing this questionnaire as accurately as possible. You must be frank and honest in answering the questions. There are no wrong or right answers. Please do not write your name on the form. All the information you will give will be treated as highly confidential. Information will be used for research purposes only. It will be useful to education and community.

Please indicate your choices by completely filling in one box (by means of a cross (x)) in the category that best describes your view of that statement.

SECTION A

PERSONAL PARTICULARS

1. Sex:
- | | |
|--------|--------------------------|
| Female | <input type="checkbox"/> |
| Male | <input type="checkbox"/> |
2. Age:
- | | |
|-------------|--------------------------|
| 20-25 | <input type="checkbox"/> |
| 25-30 | <input type="checkbox"/> |
| 30-35 | <input type="checkbox"/> |
| 35-40 | <input type="checkbox"/> |
| 40-50 | <input type="checkbox"/> |
| 50 and over | <input type="checkbox"/> |
3. Years of teaching experience in a high school:
- | | |
|--------------|--------------------------|
| 0-5 | <input type="checkbox"/> |
| 5-10 | <input type="checkbox"/> |
| 10-15 | <input type="checkbox"/> |
| 15-20 | <input type="checkbox"/> |
| 20 and above | <input type="checkbox"/> |
4. Rank:
- | | |
|------------------|--------------------------|
| Principal | <input type="checkbox"/> |
| Vice-Principal | <input type="checkbox"/> |
| Acting Principal | <input type="checkbox"/> |

10. Do qualified teachers teach better than unqualified teachers?

Yes
No

Give reasons for your answer:

.....
.....

11. Do you have teachers for all subjects in your school?

Yes
No

12. Which time table do teachers make use of?

Personal time table
Class time table
Composite time table
Other (specify)

13. What does the time table consist of?

Teaching subjects
Sports
Music
Other (specify)

14. Do teachers follow the time table to the dot?

Yes
No

15. Indicate by a cross facilities found in your school:

Laboratory
Library
Textbooks
Teaching aids
With all the above mentioned
Other (specify)

16. When do teachers start teaching yearly?

On the first day the school opens
A week after the opening day
A month after the opening day
Other (specify)

SECTION C

INFORMATION CONCERNING THE SCHOOL

Indicate by a cross next to all what you think make pupils absent themselves.

17. Why do student absent themselves from school?

- Physical illness
- Academic difficulty
- Homework not done
- Teachers do not teach
- Poor pupil-teacher relationship
- Dislike of school
- No bus fare
- Looking after babies

18. Are students writing external examination rude?

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Give reasons for your answer:

.....

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19. What is the invigilator's response when seeing a student copying?

- He disqualifies him
- Reports the student
- Warns the student
- Other (mention)

20. Why do students involve themselves in examination malpractices?

- They think copying will pull them through
- They think they will get high marks
- They think failing is a shame
- Other (mention)

21. Do students with examination papers pass?

Yes
No

Give reasons for your answer:

.....

.....

22. What happens if the department suspects malpractices?

Releases results
Withholds results
Deducts marks
Examination is rewritten
Other (mention)

23. What is the disadvantage of students who pass through copying?

Cannot cope with tertiary education
Lower the standard of Black education
Have difficulty making a success in the next class
Other (mention)

24. What is the parents' attitude towards examination malpractices?

Parents favour malpractices
Parents want their children to pass
Parents buy their children examination papers
Other (mention)

25. Do stolen examination papers help the students?

They arm the Black children with knowledge which is vital
Do not arm Black children with knowledge which is vital
Other (specify)

26. What do you think are the causes of examination malpractices?

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21. Do students with examination papers pass?

Yes
No

Give reasons for your answer:

.....

.....

22. What happens if the department suspects malpractices?

Releases results
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Other (mention)

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25. Do stolen examination papers help the students?

They arm the Black children with knowledge which is vital
Do not arm Black children with knowledge which is vital
Other (specify)

26. What do you think are the causes of examination malpractices?

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