



MAKERERE UNIVERSITY

COLLEGE OF COMPUTING AND INFORMATICS SCIENCES

DEPARTMENT OF COMPUTER SCIENCE

COURSEWORK: RESEARCH METHODOLOGY (BIT 2207)

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1 TOPIC

INTELLIGENCE SYSTEM TO CURB EXAMINATION MALPRACTICE
AT MAKERERE UNIVERSITY

2 INTRODUCTION

1.0 Overview This chapter presents the background of the study, rationale, and problem statement, purpose of the study, research scope and aims and objectives that directed the study. Established in 1922 as a humble technical school, Makerere University is one of the oldest and most prestigious Universities in Africa. In January of that year, the school, which was later renamed Uganda Technical College, opened its doors to 14 day students who began studying Carpentry, Building and Mechanics [1]. The College soon began offering various other courses in Medical Care, Agriculture, Veterinary Sciences and Teacher Training. It expanded over the years to become a Center for Higher Education in East Africa in 1935. In 1937, the College started developing into an institution of higher education, offering post-school certificate courses [1]. In 1949, it became a University College affiliated to the University College of London, offering courses leading to the general degrees of its then mother institution [1].

The University transitioned from the Faculty-based to the collegiate system on 1st July 2011 and as of Friday 30th December 2011, Makerere University officially transformed into a Collegiate University with 9 Constituent Colleges and as at 1st July 2014, 10 Constituent Colleges including the School of Law, all operating as semi-autonomous units of the University [1]. The examination System of the University is purely examination-based. It uses examinations to evaluate learners and promote them from one level of education into the next. It also uses examinations for certifying students at the end of each semester. The System partially manually handles the setting of these examinations, monitoring of examination sessions and marking of the examinations where exams are set on hard papers and done from examination rooms where examinees are supervised by lecturers and the marks are awarded the examiners. Manually management of such bulk amount of data is very tedious, time-consuming and error prone task leaving some space for malpractice and frauds at various level. Effective management and transparency are the key factors to curb malpractice and academic fraud. In examination system, the data is of very sensitive type, any compromise with it can mar the career of the students plus the examination

body of the University as a whole and any fiddling with the integrity of such data can lead to mistrust on the Academic System of the University as a whole. Examination malpractice may occur within the examination room or outside the examination rooms. This is greatly influenced by students and their lecturers and sometimes the heads of the examination body take part in this practice. Examination malpractice at the University is as old as examination itself given the fact that it has always been illegal among the students and the lecturers.

3 PROBLEM STATEMENT

The persistent occurrence of examination malpractice within Makerere University's examination system has been a major concern to the government, society and educationists. This is because it questions the validity and reliability of examinations and also the authenticity and the recognition of certificates issued thereafter. The Examinations Council of Uganda as a nation in collaboration with other law enforcement agencies has put up stringent measures to curb examination malpractice. However, despite all these efforts little is known on the nature, causes and forms of examination malpractice and how ICTs can be used effectively to curb examination malpractice hence, the need for the study.

4 MAIN OBJECTIVE

To find the different forms in which examination malpractice is done among students at Makerere University. To find the reasons as to why the students of Makerere University exercise examination malpractices. To find ICT solutions to Examination malpractice at Makerere University.

5 JUSTIFICATION

ICT involves concepts, methods and applications consistently evolving on an almost daily basis. The broadness of ICT covers any product that will store, retrieve manipulate, transmit or receive information electronically in a digital form. For example, personal TV, Digital TV, emails, robots etc. therefore ICT should be taken up no matter gender since it is an enhanced mode of communication being used worldwide. Since there are no studies having been carried out to assess the perception of ICT between genders;

this research aims at establishing the roles, effects and level at which ICT is perceived in Kampala District.

6 SCOPE

The investigation was carried out around Makerere University covering all faculties of the University. At least one student from each faculty was handed a questionnaire which they filled and handed back to me.

7 METHODOLOGY

7.1 Research Design

The population of this study is 30 students of Makerere University from a number faculties of the University were randomly selected to answer questionnaires about Examination Malpractice at the University. The questionnaires contained structured questions composed of the causes, form, and ICT solutions to curb examination malpractice.

7.2 Population Size

The population of this study is 30 students of Makerere University from a number faculties of the University were randomly selected to answer questionnaires about Examination Malpractice at the University.

7.3 Sampling Frame

The investigation was carried out around Makerere University covering all faculties of the University. At least one student from each faculty was handed a questionnaire which they filled and handed back to me. Their study aims are listed below.

7.4 Research Procedure

7.5 Desk Study

This study mainly considered reports from experienced examination invigilators and the various college registrars reports.

7.6 Data collection methods

For the purpose of the analysis, tables we used to organize the data and frequency and mean(X) scores were used to analyze the data on a two-point- scale as follows: YES = 2 and NO = 1. This was computed thus: $1+2 = 3$ and the mean $X = 3 / 2 = 1.5$. An item with a greater mean is taken the valid outcome in this case. For the purpose of the analysis in the following sections, frequency and mean(x) score were used to analyze the data on a three-point- scale as follows: Agree = 3, Not Sure = 2, and Disagree = 1. This was computed thus: $3+2+1 = 6 / 3 = 2$. A mean of 2 and above was accepted while any mean below 2 was rejected. Finally, the tables were used to organize the data collected from the field for clarity and easy understanding.

7.7 Data Processing and Analysis

The study analyzes the reasons why students involve themselves in examination malpractices and the various methods they frequently use to cheat the examination system at Makerere University. From the investigation made around different colleges of the University, students gave their views through questionnaires where they either agreed or disagreed with the stated points in the questionnaires. Basing on the feedback from the students, some of these points were accepted and others rejected regarding them as invalid reasons or forms or methods of malpractices in the University. The investigation clearly shows that most student claim that they do not involve themselves in examination practices but they report that this act usually occurs during examination sessions and that the level of this vice is on a rapid increase across the university colleges. From the investigation the major causes of examination malpractices in the University are fear of failure, invigilators negligence during examination, and poor security checks before and during the examination process. [1] <https://www.mak.ac.ug/about-makerere/historical-background>