

AN INQUIRY ON STRATEGIES TO MITIGATE FAKE CERTIFICATES: A CASE OF TANZANIA

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ABSTRACT

This paper is about strategies to mitigate fake certificates in Tanzania. Fake certificates have been alarming and the government of Tanzania tried to take some initiatives to solve the respective problem. Previous strategies which traditionally were used by the government to curb the problem; included submission of copy of form four certificate and copy of form 6 certificates of selected applicants to employing authority, rules and regulations such as Standing Orders, despite such traditional technique fake certificates still persists in public sector recruitment. This paper unravels the traditional strategies and also proposes new strategies to mitigate fake certificates including digitization of verification process at all levels of education from secondary school to college and university levels. Besides, education measures on the effects of fake certificates in public sector recruitment is to be provided from grassroots level such as primary schools in order to bring awareness to students from the elementary stage. The approach used in this study is a triangulation whereby two sources of data primary and secondary data were used to gather information on strategies to mitigate fake certificate in public sector recruitment. In general the findings points out that although the previous strategies were good but they had weaknesses. Therefore this paper recommends alternatives strategies to fill gaps found in the previous study by proposing new strategies such as digitization of verification process. By doing so inferences demonstrate that, if such new strategies could be employed the problem of proliferation of fake certificates to a larger extent would be managed.

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INTRODUCTION

Possession of fake certificates is increasingly becoming a global trend. From Europe to America; Africa to Asia; Middle East to Australia, forged certificates are on high demand making printing and selling of the documents a lucrative business. Such documents are used for admissions in schools, college and universities as well as for securing employment. Some dealers in fake certificates possess sophisticated computer systems that enable them to forge documents matching the original (Lyimo, 2017). Garwe, E (2015) reported that, various studies show that fraudulent degrees are now commonplace (Altbach, 2004; Aumann, 2006; Brown, 2005; Buckley, 2007; Lawnham, 2002; Matejkovic and Matejkovic, 2006). For example, Grolleau, Lakhil Mzoughi (2008) estimated that in the United States alone, over 2 million

fake degrees and 300 unaccredited universities exist whilst Cohen and Winch (2011) reported that the United States with 810 degree mills topped the list of countries with fake institutions followed by the United Kingdom with approximately 271 bogus institutions. (Healy 2005 and Lucas 2004) reported that in Australia, between 25 and 35 percent of candidates were reported to have either exaggerated or falsified their credentials to obtain employment. In Zambia the recent expose by the Teaching Council of Zambia (2017) showed that out of 100,000 verified certificates for teacher registration, 498 certificates are forged. This is a clear indication that there are many more cases of forgery, not only in the teaching profession but also in other sectors. This certainly calls for an audit of qualifications in all sectors both public and private to ascertain validity of certificates presented by employees. Report by TCZ (2017) further revealed that Lusaka Province had the highest forged teachers' certificates at 135, followed by Southern Province with 70 and Copperbelt, 65. Out of the 498 forged certificates, 391 are from the public sector while 107 are from the private sector (*Zambia Daily Mail Newspaper, Sept, 2017*). In Tanzania, the general

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procedure of recruitment and selection of candidates are stipulated in the Public Service Standing Orders (2009) (D.7). According to this standing order the process of filling vacancies in the public service involves the Recruitment Secretariat. The Recruitment Secretariat has the function of facilitation which, among other things, includes advertising the vacancy which is filled by inviting applications for the post within or outside the United Republic of Tanzania and conducting interviews. In 2009, the government of Tanzania gave the responsibility of recruiting staff from Local Government Authorities to the central government under the Public Service Recruitment Secretariat. The Secretariat was established in January, 2009 in accordance with the Public Service (Amendment) Act, 2007 Section No. 29 with the purpose of facilitating recruitment of employees in the Ministries, Independent Departments, Executive Agencies (MDAs) and other Public Institutions. The secretariat has been responsible for recruitment of all civil servants of all government institutions including LGAs. The reasons for shifting of the responsibility to central government is explained to be a low capacity of LGAs to recruit qualified personnel, nepotism, and increased corruption in relation to the recruitment process (United Republic of Tanzania, 2007).

The procedures for application are stated in Public Service Standing Orders (2009) section D.11 which requires applicant who are not in the Public Service to submit their application to the appropriate recruitment authority attached with Curriculum Vitae which must contain, inter alia, a complete record of any employment, public or private, which the applicant may have held and the particulars furnished by them must be supported by satisfactory documentary evidence. It is further asserted that (ibid: 20) selection of candidates in different posts in the Public Service shall be based on merit:

The Public Service Regulation of 2003 part II section 14 (5) makes it a requirement that all public servants must have academic qualifications that correspond with their positions which may from time to time be specified as qualifications necessary for an appointment to the post in any approved scheme of service. Provided that the minimum entry qualifications into the Service shall be National Form Four Certificate plus training into the relevant field. The Public Service regulations of 2003 section 12 (1) makes it clear that, selection of candidates in different posts in the Public Service shall be based on merits through an open competition by conducting interviews. Sub section 5 of the Public Service Regulations further asserts that, selected candidates shall, before being appointed in the Public Service, undergo medical examination to prove his medical fitness or otherwise. However due to competition and complexity of the recruitment process as well as existence of forged certificates apart from medical examinations Public Institutions conduct vetting of prospective employees. Indeed, there is very large number of irregularities in Tanzania's education qualifications verification exercise whose findings were 'presented' to President Magufuli in Dodoma on April 28. Take, for example, the Ilala District findings - the highest number of fake educational qualifications: 329 out of 9,932 countrywide, which listed 8,716 names of the fake education qualification holders (Sammy, 2017). According to Jumanne (2017), The President's Office (Public Service Management) released the list of shame, with Dar es Salaam municipal councils ruling the roost, by having the highest number (Ilala, 329, Temeke, 270, Ubungu, 151 and Kinondoni, 126) of employees with

phony qualifications. It perplexes that, despite all the efforts done by the government to verify public servants certificates and hence identify fake certificates before they are employed and the existence of laws, regulations and policies guiding recruitment, fake certificates are still a problem in public service. Therefore more sophisticated strategies are required to mitigate the situation in Public Sector Recruitment of which this paper contributes from a scholarly perspective.

The Issue on Board: Fake certificates is a reality in public institutions in Tanzania this was evident during 2016 verification of all public servant form four (4), form six (6) and teachers certificates whereby a reasonable number of districts had employees with fake certificates. This could be demonstrated by Dodoma City Council which had 80 employees, Ilala Council had 329 employees, Magu District Council had 84 employees, Arusha City Council had 91 employees and Lushoto District Council had 115 employees possessing fake certificates. Measures taken were to fire those employees who were found possessing fake certificates from public service (Jumanne, 2017). Nevertheless there have been various initiatives in place to mitigate fake certificates such as employment laws, policies, rules, regulations and procedures guiding recruitment of public servants. Other measures included the Standing Orders for Public Service (2009), the Public Service Regulations (2003), Management and Recruitment Policy (2008) and Scheme of Service for Public Servants. Surprisingly, despite such measures the problem of fake certificates still persists as demonstrated by the 2016 verification exercise conducted by the Ministry of Public Service Management in Tanzania. The problem of fake certificates in Tanzania has led to poor delivery of social services due to the fact that there is disruption on social service delivery due to lost expertise and experience (Lyimo, 2017). A bad reputation to previous regime in the counties as careless and non patriotic to development concerns. It is therefore, conceived that more efforts are needed since the strategies employed so far have not yet solved the problem at hand. Therefore this study assessed the previous strategies and investigated new strategies to mitigate fake certificates in public sector recruitment of which scholars have not studied. Therefore this area formed the scholarly contribution for the study.

MATERIALS AND METHODS

An empirical investigation was conducted in Dodoma Municipality. The methods used in the study processes' were the use of both secondary and primary data collected through field data and literature review. The qualitative analysis of the article, books and journal on similar debates forms the bases for a key argument in this article. The primary data reinforced qualitative information obtained in scholarly documentations on the strategies to mitigate fake certificates in Tanzania. In this case it is a mixed methodology that intended to capture the whole information on the strategies to mitigate fake certificates in Tanzania, a problem which has been facing the public sector for decades now.

Theoretical and Empirical Debate

Theoretical Review

The Human Capital Theory: This theory was developed in the 1960's by Theodore Schultz (Blaug, 1976). The human capital theory is about people's ability, skills, experience and

their ability to make use of their skill for the organization benefit. The use of people's ability to achieve organization competitive advantage is vital for any organization success (Armstrong and Baron, 2002; Armstrong, 2006). It underlines that people possess innate abilities, behavior and personal energy and these elements make up the human capital they bring to their work (Armstrong, 2006; Davenport, 1999). It is indeed the knowledge, skills and abilities of individuals that create value. That is why the focus has to be on the means of attracting, retaining and developing the human capital. Armstrong (2006) explains that, individuals generate, retain and use knowledge and skill (human capital) and create intellectual capital. Their knowledge is further enhanced by the interactions between them (social capital) and generates the institutionalized knowledge which organizations possess (organizational capital).

The human capital theory considers people as assets and stresses that the investment in people by organizations will bring worthwhile returns. Armstrong points out clearly that the human capital theory is closely linked to the Resource Based View (RBV) of firms by Barney (Max, 1991). The human capital theory states that employers rely on academic qualifications to screen, classify and assess the competency, efficiency and productivity of potential employees (Bills, 1988; Burdett, 1978). This philosophy is premised on the perception that the higher the level of academic qualification the greater the abilities, skills, expertise, reliability and dedication (Brown, 2006). He argues that the job market requires academic credentials as a way of guaranteeing knowledge and skills. According to this theory, efforts to get right people are essential to accomplish desired objectives. However according to this study the means of getting right people is through scrutinizing prospective employees' certificates so as to identify employees with best academic qualifications with relevant skills, knowledge and ability for the vacant post advertised by an organization.

The Bureaucratic Theory: Bureaucratic Theory is a subfield of the Classical Management Perspective that emphasized management on an impersonal, rational basis (Merton and Merton, 1968). This theory was introduced by a Germany theorist called Max Weber (1864 – 1920). During the late 1880s, many organizations were managed on a personal, family like basis. Max Weber looked for ways to bring a formalized structure to organizations. He introduced the idea of Bureaucratic Management where organizations are impersonal, rational, authoritative, rigid and structured (Merton and Merton, 1968). Max Weber introduced the following characteristics of Bureaucracy in order to maximize efficiency and order amongst the workforce and job design. Bureaucracy is basically featured by hierarchy of authority, employee selection based on technical competence, a system of rules and regulations, specialization and division of labor, separation of official and personal property and impersonality. Some of these features are described below:-

Employee's selection based on technical competence: This is one of the features of bureaucratic theory which states that the selection and promotion of official should be based on merit and technical qualifications which are assessed by examination or according to training and experience. Unlike the traditional type of bureaucratic system, the officials are not elected on personal relations, preferences and connection instead every official should be selected based on merit and competence. (Merton and Merton, 1968)

A system of rules and regulations; This is another feature that characterizes bureaucratic organization in the sense that there should be consistent set of rules and procedures which are created by the higher ranked offices and these rules should be applied by all the lower offices to ensure uniform performance. These rules and regulations inform workers about how to handle tasks and situations. These rules and regulations are adhered so that to have the same results in similar situations. This point was presented to counter the fact that many laws was either not present at all or vaguely written that they could easily be manipulated and resulted into poor or delayed decision making, corruption and sometimes even red tape. Max Weber in order to counter that he proposed that the laws should be clear, concise and stable throughout the system (Merton and Merton, 1968).

Specialization and Division of Labor; the division of labor and recognition of specialization are important aspects in this refined bureaucratic theory. This implies that the tasks should be done by specialists this signify that staff, departments, offices or units should be categorized based on their specialization and qualities as well as special task should be allocated to workers who perform well their duties and responsibilities (Merton and Merton, 1968). Both human capital theory and bureaucratic theory emphasizes the significance of proper recruitment basing on merit and experience to organization. Selection of employees is based on technical competence or merit and not on technical knowhow. This therefore, necessitates appropriate scrutiny of the methodology and certificates to avoid compromise in the recruitment process. The theories are relevant as directly reflects the nature of the paper.

Empirical Review: Guță (2012) defines public management as the set of processes and management relations, well defined, which exist between the components of the administrative system by, which, in a public power, the laws are put into force and/or the activities in delivery of services satisfying the public interest are planned, organized, coordinated, managed and supervised. Public Management has the following characters; integrated character, Diversity character, Political character, Complexity character and Synthesis character. In the context of Tanzania, public service is viewed or defined as the system or organization entrusted with the responsibility of overseeing the provision or directly providing the Tanzania society with all the services they need from the government. On the other hand, Public service constitutes:- The political Service; the civil Service; the operational service; the local government service; the health service; the Teachers Service; the Police, Prisons and Immigration Service ; the Judiciary Service; and Parliamentary Commission Service . (The Standing Orders for Public Service of 2009 and Public Service management and Employment Policy of 2008). For the purposes of the Public Service Act Cap. 298, Public Service means the system or organization entrusted with the responsibility of overseeing the provision, or directly providing the general public with what they need from their government or any other institution on behalf of the Government as permissible by laws and include the service in the civil service; the teachers service; the local government service; the health service; the executive agencies and the public institutions service and the operational service. The prevailing strategies used by Public Sector Organizations in Tanzania is based on the Standing Orders for Public Service (2009) section D.11 which provides for the procedures for

application of job opportunity in the Public Service, “An applicant who is not in the Public Service should submit his application to the appropriate recruitment authority attached with his Curriculum Vitae which must contain, *inter alia*, a complete record of any employment, public or private, which the applicant may have held. Candidates must account for the whole period of their previous employment and the particulars furnished by them must be supported by satisfactory documentary evidence. Similarly, intervals between one period of employment and another shall be satisfactorily accounted for. According to Kiwara (2015) Public Service Recruitment Secretariat was established under Section 4.6 of The Public Service Management and Employment Policy of 1999 as amended in 2008. This policy, among other things, came with clear guidelines on Recruitment in the Public Service (Xavier, 2013) stipulating that: There shall be established an Institution which will be charged with duties of conducting Recruitment process in the Public Service so as to relieve Employment Authorities from this functions and make them concentrate on their mandated legal functions. Kiwara (2015) further describes that PSRS follows the following stages in recruitment; Compilation of vacant posts, advertising vacant posts, receiving applications and sorting, long listing all qualified candidates, short listing candidates for interview, call for interviews, conduct interviews, announcements of successful candidates, placements and lastly offer of appointments.

On the other hand section D.12 of the Standing Orders for Public Service further explains about when the candidates provides false information, “An applicant who gives any false information shall be disqualified to the recruitment post and if such falsification is realized after the appointment, he shall be liable for disciplinary and criminal proceedings”. Public Service Standing Orders section D.31 explains about the vetting of public servants before they are offered employment, “Vetting of public servants is necessary and shall be conducted as follows: on first appointment, before a public servant is offered permanent appointment; and on appointment by promotion before a public servant is promoted to a respective post. Employers in public sector normally rely on education credentials as a proof of job competency thus, job applicants tends to have college degrees because employers purport to need them as a prerequisite for employment. (Johnson 2005). A study by Fulgence (2015) revealed that, graduate recruiters use more formal recruitment channels than informal channels when searching for new graduates. Both formal and informal methods are used to select potential applicants. There is a growing trend towards using assessment tests than academic qualifications during screening process. A study by Muthoni (2015) shown that, success of using illegitimate academic certificates has been favored by numerous challenges facing the verification process. Lengthy, tedious, labor intensive and manual processes are some of the key impediments to ensuring institutions have taken in qualified students. Thus he developed web-based prototypes to facilitate verification and authentication of academic credential. Previously the verifier of document relied on the presence of hardcopy and the portal to determine whether the certificate at hand was from the alleged institution. The strength of using web-based method is pegged on the fact that; one is able to access the certificate portal from any place in the world without necessarily having to visit the institution for verification. According to Shibwabo and Kaibiru (2017)

A number of individuals have managed to use illegitimate secondary school certificates to gain admission into institutions of higher learning as well as training institutions. Success of using fake academic documents to get enrolled into these institutions is a proof that methods being used to ascertain the authenticity of these documents are not sufficiently effective (Komu, 2015; Mwaura, 2010; Ombati, 2011). This malpractice has the potential of hurting the reputation and credibility of learning institutions, while employers who hire individuals with fraudulent academic credentials run the risk of humiliation, wounded business reputation and profit losses (CAPSLE, 2009; Garwe, 2015).

Consequently, Ifeagwazi (2017) argues that, academic credentials are records of accomplishment, evidence of achievement as well as certification that the individual is well much competent on the areas of the study after several training and assessment and thus have a great importance and value, therefore academic dishonesty is becoming growing trend and a matter of extreme concern. Kiwara (2015) further identified the challenges facing recruitment process at PSRS as follows Since PSRS became operational in March, 2010 it has observed a number of forgery cases whereby some applicants do present forged certificates (qualification). This is mostly the case of secondary education (ordinary level) and even at the level of technical education. Also some applicant provides wrong information in their CV's. Scarce employment opportunities Vs big number of applicants is another challenge, since employment opportunities are very inadequate, PSRS receives many application letters from different applicants who launch applications wherever they feel qualified for the posts. This tendency causes the recruitment process to take long time since it is mostly done manually. In light of these few studies reviewed, different authors focused on the verification of certificates in academic sector in Kenya and other places. Since there is no evidence of the study which specifically conducted to investigate strategies to mitigate fake certificates in public sector recruitment in Tanzania, this study is therefore intended to fill this gap. Additionally, the previous studies concentrated on existence of fake certificates in employment and not strategies to mitigate it. This study therefore is intended to address this gap.

RESULTS AND DISCUSSION

Prevailing Strategies used to Mitigate Fake Certificates: In this sub section respondents were asked to mention at least four (4) prevailing strategies used to mitigate fake certificates in public sector recruitment. The results shows that (30.0%) of the respondents indicated that copy of form four certificate and copy of form 6 certificates of selected candidates were submitted to NECTA for verification before employment, (27.0%) of the respondents indicated that the new employees were approved by the Ministry of Public Service Management, 25.3% of the respondents indicated that the strategies used was submission of certified certificates by applicants during interview while 17.7% of the respondents indicated that the strategy used was sorting of certificates manually during short listing of applicants in the recruitment process. These results implies that the most preferred method used by public sector organizations was submission of secondary school certificates and diploma certificates for teachers to NECTA for verification before employing public servants as indicated in Figure 1 below.

Table 1. Best Option to Mitigate Fake Certificates

Options	Number of Respondents (N=80)	Percent (%)
Link between issuing institution and employing institution	20	25.0
Middle agency to verify certificates	13	16.3
Certificates attached for Employment to be attested by the gazetted officer	10	12.5
Digitization of verification process	37	46.3
Total	80	100.0

Source: Field Findings, 2018

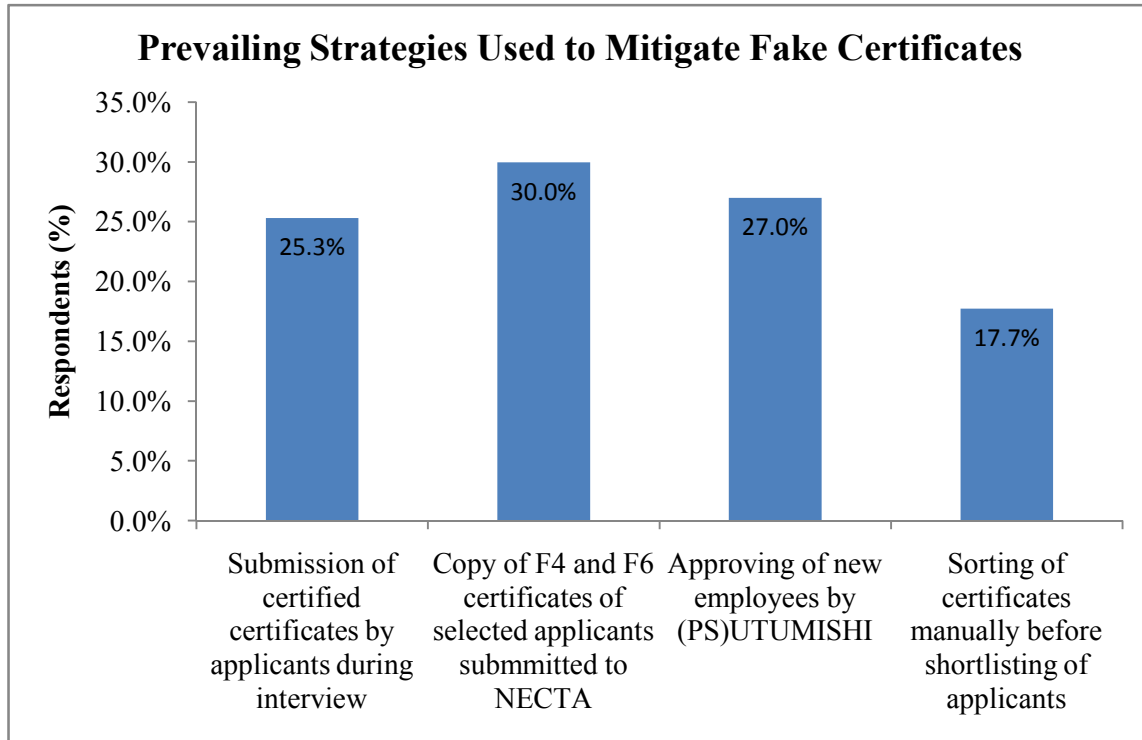


Figure 1. Prevailing Strategies Used to Mitigate Fake Certificates

This finding is reinforced by the interview with one staff at Dodoma Municipal Council on 16th May, 2018, who said that, *“The verification exercise conducted by the government leaves loophole for fake certificates to be used to secure employment in the public sector. Other levels of education such as diploma, degree, and postgraduate from different learning institutions also the birth certificates are not verified because there is no formal communication with the institutions issuing the certificates”*.

Best Option to Mitigate Fake Certificates: Respondents were asked to indicate the best option which could help to mitigate the use of fake certificates during employment. Results indicate that 37 (46.3%) of the respondents proposed digitization of verification process as a new strategy to mitigate fake certificates while 20 (25.0%) of the respondents proposed a link between the issuing institution and the employing institution as a new strategy to mitigate fake certificate, the results also shows that 13 (16.3%) of the respondents proposed that there should be a middle agency to verify certificates on behalf of the employing institutions, and 10 (12.5%) of the respondents proposed that the certificates attached for employment must be attested by the gazette officer. This implies that, the best option which the majority of respondents proposed was the digitization of verification process whereby the application of technology in verifying certificates before employment of public servants should be used so as to detect fake certificates.

Other Measures to Mitigate Fake Certificates: In this subsection respondents were asked to propose other measures to mitigate fake certificates in public sector recruitment. Results of the findings indicate that 61 (29.5 %) of the respondents proposed digitization of verification process at all levels of education from secondary school level to college and university level. This is followed by 57 (27.5 %) of the respondents who proposed education measures on the effects of fake certificates in public sector recruitment be provided from grassroots level such as primary schools so as to bring awareness to students from the elementary stage. Whereas 50 (24.2%) of the respondents proposed that the academic certificates should be matched with birth certificates, national ID and passport of the applicants in order to detect any differences in the particulars of the applicants and hence identify the fake ones. Also the results indicate that 39 (18.8 %) of the respondents proposed that there should be the adoption of electronic recruitment procedures in all public sector organizations during recruitment of new employees. Basing on such results, most of the respondents proposed digitization of verification process to be done at all levels of education from secondary school level to University level as a means to mitigate fake certificates Table 2 below demonstrates:

This finding is contrary with the views of one Academic Officer, Secondary School Section at Dodoma Municipal Council during an interview on 17th May, 2018, who said that,

Table 2. Other Measures to Mitigate Fake Certificates

Other Measures	N=80	Percentage
Matching with birth certificates, National ID and Passport	50	24.2
Digitization of verification process at all levels of education	61	29.5
Education to be provided from grass root level	57	27.5
Electronic Recruitment procedures should be adopted	39	18.8

Source: Field Findings, 2018

“In order to mitigate fake certificates, education on the impacts of fake certificates to the government in the delivery of its services should be provided from primary schools and secondary school through different educational programmes, seminars and workshops so as to create awareness to students from the grass roots”.

Conclusion

From the discussion of the findings in the paper, the conclusion is made focusing on the objective of the study that is, to examine the prevailing strategies in mitigating fake certificates during recruitment in public sector and to propose new and other strategies to authenticate certificates during recruitment. The findings revealed that the control mechanism of issuing certificates by universities and other learning institutions is not professionally managed. This is one of the loopholes which lead to the production of forged certificates in different places and thus are used to secure employment in public sector and other private organizations. However, the findings revealed that, there is lack of link between the issuing institution and the employing institution and hence the certificates are not properly verified. Public sector organizations have their own way of verifying certificates during employment; one of the common ways is verifying through NECTA for form four, form 6, certificate and diploma for teachers while leaving a loophole for other levels such as degree or masters to pass to other stages of recruitment without being verified and hence employing workers with fake certificates. The findings also revealed that Laws, Rules and Regulations do not help to mitigate fake certificates in public sector recruitment.

The existing laws, rules and regulations have not managed to prevent forged certificates in public service that's why based on the verification exercise which was conducted by the Ministry of Public Service Management in 2016 some employees in different sectors and with different positions were found possessing fake certificates. The findings also revealed that manual verification of certificates has not been successful in detecting fake certificates. Verification of certificates for employment is done without the use of technology leaving a loophole for fake certificates to be used to secure employment. The best and other measures proposed in the paper entails digitization of verification process to be done at all levels of education from secondary school level to University level as a means to mitigate fake certificates. Also education measures on the effects of fake certificates in public sector recruitment be provided from grassroots level such as primary schools so as to bring awareness to students from the elementary stage. Whereas other proposal were that the academic certificates should be matched with birth certificates, national ID and passport of the applicants in order to detect any differences in the particulars of the applicants and hence identify the fake ones.

Recommendations

In view of the findings and conclusion of the paper, the following recommendations are proposed to the public sector in general on mitigating fake certificates in the employment and recruitment process. One is, verification of certificates before employing public servants should be done by applying ICT measures in the process of recruitment. With the advancement in technology, digitization of the verification process will be the best solution at this information era whereby technology is being integrated into all aspects of the economy. The paper therefore recommends that the public sector should adopt electronic recruitment procedures which go along with the digitization of verification process whereby the application of technology in verifying certificates before employment of public servants will be used so as to detect fake certificates. Besides, the study proposes that, the employing institution should contact the issuing institution in order to verify the applicants certificates if they are genuine this will help to mitigate fake certificates in employment. Issuing Institutions which includes Universities such as UDOM, UDSM, MU, SUA and other institutions of higher learning should host separate verification systems for any certificate that was issued by the institutions since its inception. This applies as well to other examination bodies such as National Examination Council of Tanzania (NECTA) and National Council for Technical Education (NACTE), National Board of Accountants and Auditors (NBAA). Lastly it applies to other issuing institutions such as RITA and NIDA.

This could enable the employing institution to use the link to verify certificates for applicants in their respective organizations. Likewise the education authorities such as Tanzania Commission for Universities (TCU) should have a link for certificates verification for all students who have studied outside the country in order to verify all foreign academic certificates and should have a link for verification which will be used by the employing institution to verify certificates of their applicants. Furthermore, there must be a middle agency or government organ to verify and act as a link between the issuing institution and the employing institution. This agency will be responsible for verifying all certificates during recruitment their role is to communicate with the issuing institution and hence provide the information to the employing institution whether the certificates are genuine or not. Lastly a comprehensive education program should be undertaken to the society on effects of fake certificates from primary school, secondary school, technical college up to university level. This will create awareness to people from childhood to study hard and receive genuine certificates which will help them when applying for employment.

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