**CAUSES, EFFECTS AND 21st CENTURY SOLUTION TO EXAMINATION MALPRACTICE AMONG SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

**ABSTRACT**

Examination is a weapon normally used for social engineering and he puts it thus. It is used in breaking through social class barriers and quickening social mobility. Therefore, the imperative of examination because we cannot scope one form of examination or the other, there is constantly emphasis by people on the need to pass since it fells who should have a given job at the expenses of on the spot (mouth oral test). In whichever for an examination to take place, we must note that it is always competitive. Meanwhile, the outcome of any given test is not governed by a complete standard of performance by the degree of excellence of the contestants. Also, in the civil service sectors, results are guided by the number of vacancies to be occupied. It is worthwhile, to note than in the school system every child has to write a series of tests in the secondary school. There are in the form of class terminal and seasonal examinations and to go a long way to determine whether he will reach the final year class. T his project contains five chapters and will together deals with causes of examination malpractice.

**TABLE OF CONTENTS**

**CHAPTER ONE**

1. Introduction
   1. Background of the study
   2. Statement of the problem
   3. Purpose of the study
   4. Significance of the study
   5. Research questions
   6. Research hypothesis
   7. Scope and limitations of the study
   8. Definition of terms

**CHAPTER TWO**

2.1       Review of related literature

2.2       The function of examination in education

2.3       Abuses in over-dependence on examination

2.4       Indications of malpractices

2.5       Reasons why students cheat during examinations

2.6       Parents/teachers level of expectation is too high

2.7       The approach of coordinating examinations are defective

2.8       Learners not properly taught by teachers

2.9       Students have not sufficiently worked at their examinations

2.10    The desire to succeed

**CHAPTER THREE**

3.1       Methodology population of the study

3.2       Sample of the study

3.3       Instrumentation

3.4       Administration of questionnaire

3.5       Method of Data Analysis

**CHAPTER FOUR**

4.1       Reasons for students cheating at examination

4.2       Origin (causes) of examination malpractice according to teacher and school principal.

4.3       Origin of examination malpractice according to teachers and school principal.

4.4       Method used by students while cheating during examination

4.5       Method used by students while cheating during examination

4.6       Sources of examination leakages

**CHAPTER FIVE**

5.1       Discussion of results

5.2       Reasons for students cheating during examination

5.3       Summary of research

5.4       Conclusion

5.5       Recommendation

**REFERENCES**

**QUESTIONNAIRES**

**CHAPTER ONE**

**1.1       BACKGROUND OF THE STUDY**

            There are so many indicators in the literature that examination is one of the most controversial matters in our contemporary society

            Hence due to its nature, it attracts very many critics this situation has given rise to where a part of the critics believes that examination as the last resort

            Categorically, examination is clearly knows to render very useful help in the field of education meanwhile, Stephen (1969) views that there are numerous examples in all countries of the world while are in reality and frequently in name, also, competitions designed to elimate the majority of candidates and allocate the reminder to certain know vacancies for example the civil service in secondary schools in colleges or universities. In the real fact examination is usually employed to mark either pass or fail is constantly applied to a collection of students. It collaborate the view of Stephen where he declares that history as to back up the view setting children against one another in trials and competition has always been a respectable means of inciting them to deal because examination is used to measure the academic performance of every students. With this mind, they have always strived to pass. In the same vein, it also encourages a kind of competition within a collection of students who will aim at the attainable highest mark in classes.

            Apart from the foregoing examination as still used for giving grades to the individual students. By casting our minds into past, the West Africa councils issued resulted on the basis of some grading where students were placed in  stratification one, two, three, respectively secondly the relevant practices of the Nigeria teaching institute is that students are given certificates in the ground of distinction, credit, and good classification and either of those where marked through examinations

            By the standard of the National Certificate Education, students are by custom grouped into first, second, further subdivided into upper and lower or third class degree having successful undergone a rigorous set of examination.

            Consequently, all those situations have been put together to exert influence on the child’s attitude which have always had a way of bringing about negative desire or success in any given examination with or without adequate and necessary preparations.

            However, it is good to note that examination goes beyond the four walls of the school system. Hence, Nwama (1979) observed that “in business sector, the more theoretical examinations one passes, the better the chances of advancement even of productivity does not increase. According to him, this is the social and even candidates operate.

            Examination still more, could be used as a medium for issuing licensed. A paragonised paragon by the view of Stephen is driving test and here he declared “no one so far wishes to put a limit to computing against each other in a series of proficiency test designed to unlock out all but a small earlier determined quantity of top grade performance. The authority has every desire to ensure that those who handle cars are capable of doing so with at least a minimum of efficiency. The essence of an examination before written before the issuance of driving license is just to answer that life is made safer for the majority of the populace using our highways.

            Furthermore, he believes that examination is a weapon normally used for social engineering and he puts it thus, it is used in breathing through social class barriers and quickening social mobility. Therefore, the imperative of examination because we cannot cope one form of examination of the other, there is constantly emphasized by people on the need to pass since it tells who should have a given job at the expenses of on the spot mouth (oral) test. In whichever form an examination takes, we must note that it is always competitive. Meanwhile, the outcome of any given test is not governed by a complete standard of performance but by the degree of excellence of the contestants. Also, in the civil service sectors, results are guided by the number of vacancies to be occupied. It is worthwhile to note that in the school system, every child has to write a series of tests in the secondary school. There are in the form of class terminal and session examination and to go long way to determine whether he will reach the final year class. Therefore, the next examination to be taken will be either the national examination, which is the final year class. These are respectively organized by the NECO and WAEC.

            It is essential to place on record that success at either of this examination helps to determine the success made in the six years spent in the secondary school. So higher marks attained in any of them becomes one of the yardstick to institutions of higher learning while having to write other sets of consecutive competitive examination with the JAMB to mention but a few.

**1.2       STATEMENT OF PROBLEM**

            It has become an idea from the background of this work that examination plays a very useful role in our education and society at large. It is a very rare phenomenon to see where honest examinations are conducted. However, as early as 70s examination malpractices have been reported in our education cycle. With action in mind, those who involved themselves in examination malpractice usually introduce systematic and sophisticated method in overshadowing even clever and watchful invigilators. Malpractice has been a nationwide scourge and of which Edo State is also inclusive. For this reason is made to investigate the extent it has gone in the area of the study have and why it happens mainly in secondary schools in Oredo Local Government Area of Edo State.

**1.3       PURPOSE OF THE STUDY**

            The purpose of the study is to examine examination malpractices among secondary schools in Oredo Local Government Area of Edo State.

            Right from the early 1970s, examination malpractices have been on the increase due to the negative trend, various bodies have been seeking panacea to it.

            Meanwhile, as they tend to proffer possible solutions, they learn more and more styles of committing the crime; hence, this work is concerned specially to investigate critically some useful aspects of examination malpractices.

a.      Reasons why students cheat during examination exercise.

b.      The method used by the in cheating

c.      The extent to which the society, teachers, parents, and students involve themselves in examination malpractice.

d.      The effect of examination malpractices on students, school and the society.

**1.4       SIGNIFICANCE OF THE STUDY**

            It is believed that lots of benefits will be gotten from this study. In the first place, it will mark the degree to which students, teachers and parents involved in examination malpractices.

**1.5       RESEARCH QUESTIONS**

            With a close reflection to the thought provoking questions above the following that, there is a relationship between parents and teachers level of expectation and students cheating in any given examination.

a.      Why is that poor taught students are most certainly to breach the integrity of the conduct of examination?

b.      Why does the relationship between the drive for success and breaching examination rules and regulations occur?

c.      Why is it that the students who have not equipped themselves adequately are most certain to cheat in an examination?

d.      There is a connection between students, cheating in an examination and accomplish using it as an avenue to making more money.

**1.6 RESEARCH HYPOTHESIS**

H0: the socio- economic background does not have any significant effect on the level of malpractice among secondary school students

H1: the socio- economic background has significant effect on the level of malpractice among secondary school students

H0: Parents expectations have no significant effect on the level of examination malpractice.

H1: Parents expectations have significant effect on the level of examination malpractice

**1.7       DEFINITIONS OF TERMS**

**Malpractices**: It is the action of any person usually not in conformity with laid down rules and regulations whether internal or external.

**Local Government Area**: A group of towns and villages delimited as a result of the Local Government Edict No 13 of 1976.

**Educators**: As used here implies school principals, administrators and teachers sampled.

**WAEC**: West African Examinations Council

**NECO**: National Examination Council

**NABTEB**: National Business and Technical Examination Board

**GCE**: General Certificate of Examination

**Internal Examination**: This is examination usually given toi students by their class teachers.

**REFERENCES**

The New York Times, November 26, 2003. [http://www.nytimes.com.](http://www.nytimes.com/)] [http://www.eci-whoswho.com/highschool/annualsurveys/29.shtml.](http://www.eci-whoswho.com/highschool/annualsurveys/29.shtml)].

Hurwitz N, Hurwitz J (2004). Words on paper” American School Board Journal, March. [http://www.asbj.com.](http://www.asbj.com/)] Retrieved, July, 2007).

Ige JA (2002). Examination Malpractices in Schools, Paper presented at

**CHAPTER TWO**

**2.0 REVIEW OF RELATED LITERATURE**

The role of the teacher in accomplishing learning is to guide and direct learning to enable the pupils to achieve the set goals of education. But it is unfortunate that most teachers apart from carrying out the assigned duty of teaching indulge in teaching pupils how to cheat in examinations. According to Agbo (2003), among the forces behind examination malpractice is the teacher related factor. Most often gross un-commitment to duty, results in anxiety created by non-completion of syllabus. The author also said that some teachers are incompetent and so do not give the students the right requirement for examination. Pupils cheating behaviour have also been traced to the way teachers carry out their duty of teaching. Some teachers pay little attention to class teaching, as such, the scheme of work is never covered and at the end the pupils resort to cheating to meet up with those who have been taught adequately. Some teachers who are assigned to supervise examination connive with students to cheat due to the level of poverty. The teachers often demand money from the students writing examination. Some may even collect a migre amount of N20 to N50 or N100 to allow students cheat. Confirming the above view, Ezezogor (1982) said that students’ involvement in examination malpractice is due to teachers’ encouragement. According to the author, teachers and principals aid students in buying questions paper of the examination to be written. For instance, in some secondary schools, there is what is popularly known as cooperation fee which is paid by every student who registered for such examination. This is to enable teachers, principals and supervisors to help them throughout the period of examination. Okoro (2001) is of the view that the patterns of the examination questions set by the teachers sometimes encourage some students’ to engage in malpractice. This implies that questions that require reproduction of facts by students will make them to find the facts somewhere when they cannot draw immediately from their memory. Newberger (2003) claimed that the disinclination of the teacher to pursue evidences of cheating is based on sympathy, for students are trying to cope in a grade-oriented system. The author further posited that the overwhelming testimony of high school students is that when a student is caught cheating, the teacher out of sympathy, misguided or not, or out of desire to avoid personal confrontation with the student or the parents, often looks the other way. This is true even in Nigerian school system where teachers often do not report cases of cheating for fear that the students may think, they are wicked. Teachers therefore sympathize with students by hiding incidence of cheating during examination. Confirming this fact further Newberger (2003) said that a high school teacher teaching a class drawn from a low-achieving track, deliberately leaves the room for a few minutes during each test so that the students can swap answers. This action is rationalized on the bases that those students need ‘all the help they can get’. Kerkvliet and Sigmund (1999) analyzed the results of 551 surveys of student test cheating at two public Universities in 12 separate classes taught by seven different instructors (teachers) in the 1993-1994 academic years.Of the nine variables found to be strongly correlated to students’ cheating on tests, three of these were under the direct control of instructors (teachers). However, Gerdeman (2000) is of the view that students who perceive instructors (teachers) to be concerned for students and actively involved in the learning process are less likely to engage in dishonesty. If the teacher feels indifferent or if the subject matter seems unimportant or uninteresting, students feel less moral obligation to avoid cheating (Kerkvliet and Sigmund, 1999). A number of studies have indicated that the environment within the classroom or examination setting, as established by the teacher, can have significant impacts on cheating (Crown and Spiller, 1998; Roig and Ballew, 1994; Whitley, 1996). Furthermore, Genereux and Mcleod (1995) reported that permissive instructor attitudes and low instructor vigilance tend to increase cheating, while higher vigilance, use of essay examinations and spacing of students apart tend to reduce cheating. Also, a study carried out by kerkvliet and Sigmund (1999) on classroom setting revealed that higher number of test proctors, use of non-multiple choice examinations, and use of multiple version of an examination reduce cheating. Kohn(2007) affirmed that a deemphasis on grades combined with frequent assessment using a variety of forms such as traditional tests and quizzes, homework, and observations, can relieve the grading pressures students experience that cause them to cheat in examination. Several other studies contended that examination content and structure as ordered by the teacher is also important, as students are likely to cheat on tests perceived to be unfair or confusing (Asmorth, Bannister, and Thome 1997; Genereux and Mcleod, 1995). A study carried out by Evans and Craig (1990b) to evaluate the attitudes and perceptions of students and teachers about cheating behaviour revealed that by their attitudes and actions, teachers can affect cheating behaviour in their classrooms. It was also reported that teachers who were vague in explaining the relevance and/or purpose of learning could unknowingly promote cheating behaviour among students. The implication here is that when students have no idea why they are studying, or the topic is perceived as irrelevant to their lives, they interpret the exercise as a waste of time. This will consequently make them to look for shortcuts. The study also revealed differences in student and teacher perceptions with regard to the importance of teacher characteristics in affecting cheating behaviour among students. On the whole, students believed that teachers who were unfriendly, boring or dull and have high expectation are more likely to encounter classroom cheating. However, students also felt that teachers who require students to be accountable for their knowledge and apply their learning to real life situations actually discouraged cheating. This shows that unfriendly, boring or dull teachers and those who have high expectations from students encourage students cheating behaviour. Evans and Craig (1990) pointed out that teachers do not take the problem of cheating (examination malpractice) as seriously as students. Also, McCabe (1981) in Neil (2003) conducted a study of nearly 800 college professors at different institutions located throughout the United States. A survey design was adopted and a questionnaire was used in gathering data. The data was analysed using simple percentages. The study indicated that college professors were reluctant to report cheating incidents. However, Neil (2003) opined that, this might not be true of independent school teachers, who are more legally protected and face less threatening circumstances than teachers in public high schools and colleges. The author further asserted that, at any level of education, to suspect a student of cheating is to be potentially drawn into a process that, at best, is awkward. Nevertheless, studies in deterrence theory as reported by the author, indicated that as the risk of getting caught raises, the amount of cheating declines. Title and Rowe (1974) as cited by Neil (2003) conducted a study on “Fear and the student cheater”, the study revealed that too much trust and familiarity in a class environment could lead to higher levels of cheating. Neil (2003) therefore reported that the most salient factor in reducing cheating in the study was the fear of getting caught and punished. Neil however, pointed out further that although the motives for cheating are complex, one cause may have something to do with the way teachers teach. Selman (1980) pointed out that many early adolescents have begun to recognize that fair relationships are ones that are characterized by reciprocity. This implies that the relationship teachers would have with pupils would to a large extent determine pupils’ decision to cheat or not to cheat in examinations. However, Stapper (2005) indicated that classes with more democratic structure often have high incidences of cheating. The author further said that these classes are often presumed to be a more caring environment conducive to adolescent growth. As revealed by Murdock, Hale and Weber (2001), it may be that when democratic participation structure is added to a model which already includes various dimensions of a positive classroom environment, both academically and socially, its unique variance represents a level of autonomy and lack of monitoring exceeding that which can be effectively managed by students of this age.

**2.2 ABUSE IN OVER – DEPENDENCE ON EXAMINATION AIDS**

In Nigeria today; most mush room schools provides their students with examination aids during the time of examination. This has affected the students negatively in that; they become lazy to study for exams with the hope that their teachers will give assistance.

Teachers are the main anchor to these lapses; they go about extorting money from students telling them they will provide all the answers needed for their exams. After paying this money, students becomes lazy to ready because of what the teacher told them. Research has it that the level of academic performance of student on yearly bases keeping by 10%.

**2.3 INDICATION OF MALPRACTICES**

Examination is the pivotal point around which the whole system of education revolves and the success or failure of the system of examination is indeed an indicator of the success or failure of that particular system of education. It would be pertinent to examine the present system of examination with a view to determine as to whether it actually serves the purposes it purports to serve.The two basic assumptions of any examination worth the name are that (a) it should be valid and (b) it should be reliable. The two are distinct concepts. An examination is said to be valid if it performs the functions which it is designed to perform. The concept of reliability, of course, refers to consistency of measurement. In actual fact, the prevailing system of examination and its mode of conduct defy both these assumptions. The system has degenerated to an extent that its validity and reliability are questionable. Examination is no longer regarded as a test for evaluating the performance or judging the scholastic attainment of students. The reason being that there is a complete breakdown of the whole system of examination, almost all over the country, and at all level of education.

The use of unfair means in examination has assumed a plague some proportion. Barring a few institutions, elsewhere in the country, the educational establishments are experiencing an ever increasing trend towards the use of unfair means in examinations. Such establishments are unable to stop this drive. The concerned governments -- Federal as well as Provincial -- though fully aware of the problem, have failed to take effective steps towards eradicating this evil. The intensity and pervasiveness of this problem can be gauged from the fact that apart from the students, some parents too positively intervene and help and facilitate their children in their cheating adventures. The use of unfair means in examinations in certain areas has indeed become a thriving business for the examination mafia.

The common methods of indicating examination malpractices include:

1- Allotment of choice examination centre.

2- Appointment of choice invigilating staff.

3- Leaking information about question papers, identification of invigilating staff and paper setters/examiners.

4- Bribing/influencing/terrorising examination staff, invigilators and paper setters/examiners.

5- Possessing cheating material (written/printed/electronic device etc) or copying from such material.

6- Giving/receiving assistance to copy in examination centre.

7- Miss-representation/impersonation.

8- Changing/replacing roll numbers and answer books.

9- Disclosing candidates' identity in answer books.

10- Misconduct, carrying offensive weapons, refusing/resisting the lawful orders of supervisory staff, creating disturbance, instigating other candidates, threatening or assaulting the invigilating staff, impeding the progress of examination, in or outside the examination.

11- Smuggling answer books in or outside the examination centre.

12- Addition to answer books after examination.

13- Manipulating marks through fictitious entries in award list/examination register.

14- Sale of examination centre to organised gangs where cheating/unfair means are arranged.

15- Helping the candidates to use unfair means in any form and by any one in or outside the examination centre.

16- Helping the candidates in viva voce, practical examination.

17- Attempting or abetting the commission of any of the afore-said acts.

18- Any other act considered dishonest, unfair, corrupt etc.

**2.4 REASONS WHY STUDENTS CHEAT DURING EXAMINATIONS**

So many research work have being done concerning examination malpractice in Nigeria; according to Orhungur (2003) decried the general opinion which tends to indict the students and exonerate the teachers and other examination agents. Quoting a tentative report by Usman, he maintained that if the staff, that is, all who have to do with examinations examiners, typists, custodians, staff of examination bodies, printers, transporters, and security agents put their house in order, students would not have access to examination materials before examinations.

Umar (2003) indicted head masters and principals as the biggest perpetrators of examination malpractice in the country. He asserted that headmasters in connivance with their teachers initiate primary school pupils into examination malpractice during common entrance examinations by giving answers to the students so that they would record high number of passes in their schools. In the case of secondary school principals, Umar (2003) stated emphatically that they are the worst perpetrators of the crime as they, in a bid to have the names of their schools praised and recognized, manipulate and aid the crime.

In the same vein, Ike (2004) of the EEP held that principals have gone to the extent of building into the National Examinations Council (NECO) and the West African Examinations Council (WAEC) registration fees, an examination malpractice fee variously referred to as cooperation fees, understanding fees, examination welfare fees, and miscellaneous fees with the sole aim of bribing supervisors and invigilators and whoever sent them so that they might ‘cooperate’ during examinations.

Another group of master-minders who have rather taken centre stage in recent times are operators of private study centres also known as extramural classes. These study centres are veritable fronts for examination fraud operated by organized syndicate who charge outrageously high fees for examinations. Funnily enough, students are, more often than not, willing to pay because in the end it pays off very well (Thisday, 2004).

The last group which is also a strong force behind the perpetration of examination malpractice is the parents. Many parents would not want their children to repeat any class no matter their level of performance. Thus, they pressure school authorities to give their children automatic promotion even when they fail their examinations. Parents are also in the forefront of hiring mercenaries to write examinations for their wards. They thus collude with principals to issue fake but favourable examination results to their children.

Looking beyond the contribution of education stakeholders to examination crimes, other important causes of examination malpractice revolve around the students and their attitude towards their studies as influenced by the general socio-economic situation in the country. In recent times, students prepare—if at all they do lackadaisically for examinations. The reason for this lacklustre attitude as opined by Thomas Derry of WAEC is that the youths have prioritized entertainment and pleasure at the expense of their books (myspacefm.com, 2004). Furthermore, Anger (2004) pointed out that the high fees associated with especially the Senior School Certificate Examination (SSCE) makes malpractice unavoidable as poor students cannot afford to repeat a given examination and would in the first instance do anything to pass it at all cost.

A comprehensive submission by Anyiin (1998) identified the fundamental causes of examination malpractice to include:

1. Lack of necessary facilities for teaching/learning

2. Non-coverage of prescribed syllabuses due to their extensiveness and the general nonchalant attitude of teachers towards teaching.

3. Industrial actions by teachers.

4. Mass promotion of students in internal examinations.

5. The general misconception of good performance by some principals and the society as a means of enhancing the status of societal rating of the principals and their schools.

6. Faulty or lack of proper administration of examinations.

7. Imposition of school subjects on candidates by parents.

8. Poverty and greed on the part of the teachers who constitute the bulk of invigilators and examiners.

9. Constant increase in examination fees, among others.

**2.5 PARENTS/ TEACHERS LEVEL OF EXPECTATION IS HIGH**

Most students came from poor background; their parent can not afford to pay for their examination fees for the second time; with serious warning on the students that failure to make their exams at first seating ends their dream for any external or internal exams. With this kind of messages to the students; students will virtually do everything possible to make their exams at first seating. When student from this kind of background see any means of getting external help to make the exams, they do everything possible to get this help.

On the teachers aspects, they always urge their student do better in their examinations; some schools promises prizes to the best graduating students; this very good way to motivate the students. The intelligent student begin to work hard towards it while the average students do all they could to be among the best. Some begin to source for external materials to aid their examination processes.

**2.6 THE APPROACHES OF COORDINATING EXAMINATIONS ARE DEFECTIVE**

Defective approaches coordinating examination has significant effect on the control of examination malpractices in Nigeria. The normal examination setting is usually few students in a row.

The number of students per class for the examination should not be more than 30 students. In most secondary schools in Nigeria, the students are usually clustered in one class room; seating more than four per row.

Some of these problems are on the side of the supervisory officers; most supervisors are corrupt, they collect money from the school administration and then walk away and allow the students to communicate among themselves.

Secondly still on the supervisory officer; students are not being searched properly before going into the examination hall. All these increases the level of malpractice in Nigeria.

**2.8 LEARNERS NOT PROPERLY TAUGHT BY TEACHERS**

The confidence of most secondary school students depends on the impact from their teacher towards achieving their academic aims. Most schools have teachers that not well equipped; the level of experience and exposure of teacher helps in the performance of students in most of the external and internal examination. There is a saying that “good teachers breeds good students”; when students are properly being taught by their teachers using the syllables from some of the examination bodies like WAEC, NECO, NAPTEB etc in Nigeria; it has a level of confidence on students. When students are being taught properly with references to pass questions and answers, such students will be able to face some of these questions in exams without fear of failure.

When a school have inexperienced teachers, such schools will definitely produce bad students and their overall performance will be very poor.

**2.9 STUDENTS HAVE NOT SIGNIFICANTLY WORKED AT THEIR EXAMINATION**

Peer group have significant effect on the level of preparation and academic performance of students in their examination, in most schools in friends form learning groups, some smoking groups etc. All the goods and the bad have significant effect on the level of performance of students in an examination; a student with learnig group tends to perform excellently because of the hard work in the examination. The student with bad group tends to perform very bad in their examination because they were not prepared for the examination after being taught very well by their teachers.

**2.9.1 THE DESIRE TO SUCCEED**

The desire to succeed is a good driving force behind any success; but desire for this success should be in the right way. Most students can do anything to succeed, a student that needs urgent success no matter how the success comes can engage in examination malpractice.

**REFERENCES**

Addison JF (1990). “Examinations and the upper secondary curricula in University of Hull, England, United Kingdom pp. 2-25.

Aghenta JA (2000). Educational planning in the 21st century in educational planning and administration in Nigeria in the 21st Century

J. O. Fadipe and E. E. Oluchukwu (ed) A Publication of the National Institute for Educational Planning and Administration (NIEPA).

Akpan CP, Okey S, Esirah E (2005). “Comparative study of effectiveness in maintenance of discipline among administrators of private and public secondary schools in Southern senatorial district of Cross River State, Nigeria” Paper presented at the 29th annual

conference of the National Association for Educational Administration and Planning held at the University of Calabar pp. 6-12.

Al-Methen A, Wilkinson E, William J (1992). "Perceived causes of failure among secondary school students" Research in Education No. 48. Manchester University Press, November pp. 26-35.

Athanasou JA, Olasehinde O (2002). Male and female differences in self-report cheating. Practical Assessment, Research and Evaluation,

8 (5). [Retrieved November 30, 2003 from <http://PAREonline.net/getvn.asp?v=8> andn=5.].

Baiyelo T (2004). Examination malpractice rocks Zamfara, Lagos: Punch Education, The Punch, 17(19,166) September 10; 41.

Bandele SO (2005). “Lecturing, examinations and legal issues in the university system” Paper presented at the One-day Seminar on Ethics and Accreditation held at the University of Ado-Ekiti, Nigeria on Monday, 16th May, 4-6.

Clayton M (1997). “Term papers at the click of a mouse”. Christian Science Monitor, October 27, [Retrieved online 11/19/02 <http://www.csmonitor.com/durable/1999> /term/ learning.].

Creech K, Johnson J (1999). “Cybercheating.originally printed in the January 1999 issue of InfoTech” The Advisory List, Educational Resources Evaluation Services of the North Carolina Department of Public Instruction. [Retrieved online October 19, 2003].

Cromwell S (2000). “What can we do to curb students’ cheating” Education World. http://www.education- world.com/a\_admin/admin144.shtml.] Retrieved January 24, 2006.

Daniel F (2005). Malpractices in Public examinations : Those involved, why, ehen and how Paper presented at the 8th National Conference of the National Association of Educational Researchers and Evaluators held at the University of Ado-Ekiti from 13–17 June, 2005.

4-10.

Educational Communications (1998). “Cheating and succeeding: record numbers of top High School students take ethical shortcuts” Who’s Who Finds Troubling Trends, Some Good News in 29th Annual Survey of High Achievers.

FGN (2004). National policy on education, Lagos, Federal Ministry of Education 7: 20-29.

Gay LR (1996). Educational research: competencies for analysis and application; Upper Saddle River, New Jersey: Merrill, Prentice-Hall Inc pp. 249-310.

Glasner J (2002). “Where cheaters often prosper” Wired news. Aug 26, 2002. [Retrieved online November 19, 2002 [http://www.wired.com/news/school/0,1383,54571,00.html.](http://www.wired.com/news/school/0%2C1383%2C54571%2C00.html)] Retrieved August, 2007).

Gross J (2003). “Exposing the cheat sheet, with the students’ aid”

**CHAPTER THREE**

**3.1 RESEARCH DESIGN**

Research design is the plan structure and strategy of investigation developed so as to obtain answer to research questions and control variance (Kerlinger, 1973:45).

3.2 **SOURCES OF DATA**

The researcher used both primary and secondary methods of data collection.

Primary Data: This is data that is obtained first hand from the respondents. Primary data method is obtained through the administration of questionnaires and personal interviews.

Secondary Data: secondary source of data are opinions of exports in the experts views and are obtained from related literature from private, professional ad academic libraries.

**THE POPULATION STUDY**

The study of population would cover about 120 teachers in oredo local government area of Edo state.

**3.4 SAMPLE DESIGN AND DETERMINATION OF SAMPLE SIZE**

The researcher used Yaro Yammane’s formular to determine the sample size from the population.

Yaro Yamane’s formula is given

As n = N

1+N (e)2

Where N = population of study

n = sample size

e = level of significance at 5%

1 = constant

Thus substituting for the formula

n = 286

1 + 286 (5%)

= 286

1 + 286 (0.0025)

= 286 = 286

1 +1.38 2.38

= 286 = 120.1

2.38 = OR

= 120

The sample size of the study is 120 respondents.

**3.5 METHOD OF DATA COLLECTION**

The research instrument used by the researcher in collecting useful data is questionnaires and interview.

The questions were both close and open ended with multiple answers. These formulated questions were submitted to the supervisor necessary corrections were made.

This was necessary because the instrument has to agree with the subject under discussion.

**3.5.1 QUESTIONNAIRE DESIGN, DISTRIBUTION AND COLLECTION OF RESPONSES**

The questionnaires were carefully designed to accommodate two sections. The first section is the demographic characteristics of the respondents such as sex, age, educational level which the second section deals on relevant aspect of the topic under study.

**3.5.2 SECONDARY METHOD OF DATA COLLECTION.**

The researcher used the following sources for the collection of secondary data with the used of libraries, textbooks, journals, newspaper conference and seminar papers and the review of other related literature.

**3.6 METHOD OF PRESENTION AND ANALYSIS**

Data collected subjected to statistical analysis with the use of chi square test of independence. Chi square is given as

X2 = ∑ (o-e) 2

e

Where x2 = chi square

o = observed frequency

e = expected frequency

Level of confidence / degree of freedom

When employing the chi – square test, a certain level of confidence or margin of error has to be assumed. More also, the degree of freedom in the table has to be determined in simple variable, row and column distribution, degree of freedom is: df = (r-1) (c-1)

Where; df = degree of freedom

r = number of row

c = number of columns.

In determining the critical chi \_ square value, the value of confidence is assumed to be at 95% or 0.95. a margin of 5% or 0.05 is allowed for judgment error.

**DECISION FOR VALIDATION OF HYPOTHESIS**

The rule in deciding or whether to accept or reject the null hypothesis is that were the computed chi – square (X2) value is greater than the critical chi – square (X2) values reject the null hypothesis and accept the alternative hypothesis. However, were the critical value (table value) of the chi – square is greater than that of the computed value, accept the null hypothesis and reject the alternative hypothesis.

Thus;

Accept HO if X2c < X2t

Accept H1 if X2c > X2t

Where; Ho; null hypothesis

H1; alternative hypothesis

X2c; computed chi – square value

X2t; table (critical) chi – square value.

**CHAPTER FOUR**

**4.1 REASON FOR STUDENTS CHEATING AT EXAMINATION**

These are the various reason as explained in chapter two of this research work:

1. learner not properly taught by their teachers

2. lack of proper preparation

3 desire to succeed

4. high expectation from parents

5. the financial stands of the parents of the students.

**4.2 ORIGIN OF EXAMINATION MALPRACTICES**

The genesis of examination malpractice in Nigeria can be traced to 1914 when the senior Cambridge examination leaked.

There was leakage in the west African Examination Council in 1963, Omotos (1988). The historical background or the origin of examination in Ikwo Local Government Area in particular and Nigeria in general cannot be unaccompanied with indiscipline and the corruptive nature of the society today. Oxford advance learner’s Dictionary (1999:711) defined malpractice as unacceptable behaviour by somebody in professional or official position. The Michael west English Dictionary defined malpractice as wrong doing. The act of malpractice start from home’ most families today do not inculate in their children the right attitudes and these bad conducts are carried out to the society.

There is also the biblical reference of wrong doing where Jacob wrongly look away his brother’s birth right (Gen.27:1-29) the existence of malpractice is as old as the world and has eaten deep into the jabric of our lives, including political, economical and educational aspect. Politically, there is electoral and educational aspect politically, there is electoral malpractice, which includes rigging of election and gerrymandering that is favouring one party at the expenses of others in the delimitation of the constituencies, Okpata F.O and etal (200).

Economically, Nigeria losses more than fifty (~~N~~50) million naira every month are as salaries to non-existence workers. Public funds are now routinely doled out to political alliecs and personal friends in the disquide of contacts to execute public work of our kind or another. Chima Achebe (1983)

**4.3 METHOD USED BY STUDENTS CHEATING DURING EXAMINATION**

Most students uses extra materials such as text books, hand sets, pieces of paper in the examination hall. Some write the objectives on their ruler. Some give their external materials to their school teachers then after they might have search the students, these materials are given back to the students by their teachers.

**4.4 SOURCES OF EXAMINATION LEAKAGES**

The following people are involved in examination malpractices. They includes: principals, invigilators, Teachers, Parents, Typist, friends, clergyment and women and even the government.

The exams can get out of the paper store either by a member of staff of the various examination bodies. The examination web site can be hacked and the question are gotten before time from these websitee.

**4.5 DATA PRESENTATION, DATA ANALYSIS AND INTERPRETATION**

This chapter is devoted to the presentation, analysis and interpretation of the data gathered in the course of this study. The data are based on the number of copies of the questionnaire completed and returned by the respondents. The data are presented in tables and the analysis is done using the chi-square test.

**4.6 DATA PRESENTATION AND ANALYSIS**

The data presented below were gathered during field work.

QUESTIONNAIRE ADMINISTRATION

INSTRUCTION: please endeavor to complete the questionnaire by ticking the correct answer(s) from the options or supply the information required where necessary.

SECTION A: personal information/Data

**Gender**

Male

Female

**Age range**

15-20yrs

21-30yrs

31-40yrs

41-50yrs

Above 50yrs

**Educational qualification**

OND

HND/BSC

PGD/MSC

PHD

Others

**Marital status**

Single

Married

Divorced

Widowed

**Years of service/experience**

0-2yrs

3-5yrs

6-11yrs

Above 11yrs

SECTION B: Causes, effects and 21st centaury solution to examination malpractice.

The socio-economic background has significant effect on the level of malpractice among secondary school students

.

Strongly agreed

Agreed

Undecided

Disagreed

Strongly disagreed

Parents expectations has significant effect on the level of examination malpractice

Strongly agreed

Agreed

Undecided

Disagreed

Strongly Disagreed

The students desire to succeed has significant effect on the level of examination malpractices in secondary school

Strongly agreed

Agreed

Undecided

Disagreed

Strongly Disagreed

Discuss the role of teachers on the level of malpractice in secondary schools

\_ \_ \_ \_\_\_\_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_\_\_\_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_

Lack of proper coordination during examination has signifcant effect on the level of examination malpractice

Strongly agreed

Agreed

Undecided

Disagreed

Strongly Disagreed

**BIO DATA OF RESPONDENTS**

| **Table 1 Gender of respondents** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | male | 80 | 66.7 | 66.7 | 66.7 |
| Female | 40 | 33.3 | 33.3 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

Table 1 above shows the gender distribution of the respondents used for this study.

80 respondents which represent 66.7percent of the population are male.

40 which represent 33.3 percent of the population are female.

| **Table 2 Age range of respondents** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 15-20 years | 15 | 12.5 | 12.5 | 12.5 |
| 21-30 years | 20 | 16.7 | 16.7 | 29.2 |
| 31-40 years | 35 | 29.2 | 29.2 | 58.3 |
| 41-50 years | 40 | 33.3 | 33.3 | 91.7 |
| Above50 years | 10 | 8.3 | 8.3 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

.

Table 2 above shows the age grade of the respondents used for this study.

Out of the total number of 120 respondents, 15 respondents which represent 12.5percent of the population are between 15-20yrs.

20 respondents which represent 16.7percent of the population are between 21-30yrs.

35 respondents which represent 29.2percent of the population are between 31-40yrs

40 respondents which represent 33.3percent of the population are between 41-50yrs.

10 respondents which represent 8.3percent of the population are above 50yrs.

| **Table 3 Educational qualification** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | OND | 20 | 16.7 | 16.7 | 16.7 |
| HND/BSC | 42 | 35.0 | 35.0 | 51.7 |
| PGD/MSC | 40 | 33.3 | 33.3 | 85.0 |
| PHD | 10 | 8.3 | 8.3 | 93.3 |
| OTHERS | 8 | 6.7 | 6.7 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

Table 3 above shows the educational background of the respondents used for this study.

Out of the total number of 120 respondents, 20 respondents which represent 16.7percent of the population are OND holders.

42 respondents which represent 35.0percent of the population are HND/BSC holders.

40 respondents which represent 33.3percent of the population are PGD/MSC holders.

10 respondents which represent 8.3 percent of the population are PHD holders

8 respondents which represent 6.7percent of the population had other types of certificate.

| **Table 4 Marital status of respondents** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Single | 40 | 33.3 | 33.3 | 33.3 |
| Married | 70 | 58.3 | 58.3 | 91.7 |
| Divorced | 5 | 4.2 | 4.2 | 95.8 |
| Widowed | 5 | 4.2 | 4.2 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

Table 4 above shows the marital status of the respondents used for this study.

Out of the total number of 120 respondents, 40 respondents which represent 33.3 percent of the population are single.

70 respondents which represent 58.3percent of the population are married.

5 respondents which represent 4.2 percent of the population are divorced.

5 respondents which represent 4.2 percent of the population are widowed.

| **Table 5 Years of service/experience** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 0-2years | 30 | 25.0 | 25.0 | 25.0 |
| 3-5years | 50 | 41.7 | 41.7 | 66.7 |
| 6-11years | 30 | 25.0 | 25.0 | 91.7 |
| over 11years | 10 | 8.3 | 8.3 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

.

Table 5 above shows the years of experience of the respondents used for this study.

Out of the 120 respondents, 30 which represent 25.0percent of the population have had 0-2yrs experience at work.

50 which represent 41.7percent of the population have had 3-5yrs experience.

30 which represent 25.0percent of the population have had 6-11yrs experience.

10 which represent 8.3percent of the population have had more than 11yrs experience.

**TABLE BASED ON RESEARCH QUESTION**

**Table 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The socio-economic background has significant effect on the level of malpractice among secondary school students | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly agreed | 70 | 58.3 | 58.3 | 58.3 |
| Agreed | 30 | 25.0 | 25.0 | 83.3 |
| Undecided | 10 | 8.3 | 8.3 | 91.7 |
| Disagreed | 5 | 4.2 | 4.2 | 95.8 |
| Strongly disagreed | 5 | 4.2 | 4.2 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

Table 6 above shows the responses of the respondents on the socio-economic background has significant effect on the level of malpractice among secondary school students

70 percent of the respondent strongly agreed that that the socio-economic background has significant effect on the level of malpractice among secondary school students

30 percent of the respondents agreed that the socio-economic background has significant effect on the level of malpractice among secondary school students

10 percent of the respondents were undecided.

5 percent of the respondents disagreed that the socio-economic background has significant effect on the level of malpractice among secondary school students

5 percent of the respondents strongly agreed that the socio-economic background has significant effect on the level of malpractice among secondary school students

**Table 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Parents expectations has significant effect on the level of examination malpractice | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly agreed | 60 | 50.0 | 50.0 | 50.0 |
| Agreed | 45 | 37.5 | 37.5 | 87.5 |
| Undecided | 10 | 8.3 | 8.3 | 95.8 |
| Disagreed | 5 | 4.2 | 4.2 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

Table 7 above shows the responses of the respondents that parents expectations has significant effect on the level of examination malpractice

60 percent of the respondent strongly agreed that parents expectations has significant effect on the level of examination malpractice

45 percent of the respondents agreed that parents expectations has significant effect on the level of examination malpractice

10 percent of the respondents were undecided

5 percent of the respondent disagreed that parents expectations has significant effect on the level of examination malpractice

**Table 8**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The students desire to succeed has significant effect on the level of examination malpractices in secondary school | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly agreed | 80 | 66.7 | 66.7 | 66.7 |
| Agreed | 40 | 33.3 | 33.3 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

Table 8 above shows the responses of the respondents that the students desire to succeed has significant effect on the level of examination malpractices in secondary school

80 percent of the respondents strongly agreed that the students desire to succeed has significant effect on the level of examination malpractices in secondary school

40 percent of the respondents agreed that the students desire to succeed has significant effect on the level of examination malpractices in secondary school

**Table 9**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Lack of proper coordination during examination has signifcant effect on the level of examination malpractice | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly agreed | 50 | 41.7 | 41.7 | 41.7 |
| Agreed | 60 | 50.0 | 50.0 | 91.7 |
| Undecided | 5 | 4.2 | 4.2 | 95.8 |
| Disagreed | 5 | 4.2 | 4.2 | 100.0 |
| Total | 120 | 100.0 | 100.0 |  |

Source: field survey, April 2016

Table 9 above shows the responses of the respondent that lack of proper coordination during examination has signifcant effect on the level of examination malpractice

50 percent of the respondents strongly agreed that lack of proper coordination during examination has signifcant effect on the level of examination malpractice

60 percent of the respondents agreed that lack of proper coordination during examination has signifcant effect on the level of examination malpractice

5 percent of the respondents were undecided.

5 percent of the respondents disagreed that lack of proper coordination during examination has signifcant effect on the level of examination malpractice

**RESEARCH HYPOTHESIS**

**HYPOTHESIS TO BE TESTED**

**Hypothesis**

H0: the socio- economic background does not have any significant effect on the level of malpractice among secondary school students

H1: the socio- economic background has significant effect on the level of malpractice among secondary school students

.

**LEVEL OF SIGNIFICANCE** (α=0.05)

**DECISION RULE:** reject H0 if the p-value is less than the level of significant, otherwise accept the null hypothesis.

TABLE 10

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | the socio- economic background have have significant effect on the level of malpractice among secondary school strudents |
| Chi-Square | 71.667a |
| Df | 3 |
| Asymp. Sig. | **.000** |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0. | |

**CONCLUSION BASED ON RESEARCH HYPOTHESIS**

Since the p-value is less than 0.05 which is the level of significance, we reject the null hypothesis and conclude that the socio- economic background has significant effect on the level of malpractice among secondary school students

**Hypothesis 2**

H0: Parents expectations have no significant effect on the level of examination malpractice.

H1: Parents expectations have significant effect on the level of examination malpractice

**LEVEL OF SIGNIFICANCE** (α=0.05)

**DECISION RULE:** reject H0 if the p-value is less than the level of significant, otherwise accept the null hypothesis.

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | The socio-economic status of parents has significant impact on the academic performance of students |
| Chi-Square | 69.467a |
| Df | 3 |
| Asymp. Sig. | **.000** |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0. | |

**CONCLUSION BASED ON RESEARCH HYPOTHESIS**

Since the p-value is less than 0.05 which is the level of significance, we reject the null hypothesis and conclude that parent’s expectations have significant effect on the level of examination malpractice

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

The purpose of the study is to examine examination malpractices among secondary schools in Oredo Local Government Area of Edo State.

            Right from the early 1970s, examination malpractices have been on the increase due to the negative trend, various bodies have been seeking panacea to it.

            Meanwhile, as they tend to proffer possible solutions, they learn more and more styles of committing the crime; hence, this work is concerned specially to investigate critically some useful aspects of examination malpractices.

a.      Reasons why students cheat during examination exercise.

b.      The method used by the in cheating

c.      The extent to which the society, teachers, parents, and students involve themselves in examination malpractice.

d.      The effect of examination malpractices on students, school and the society.

**FINDINGS**

From the responses of the respondent we were able to find out that:

1. Parents expectations have significant effect on the level of examination malpractice

2. The socio- economic background has significant effect on the level of malpractice among secondary school students.

3. The students desire to succeed has significant effect on the level of examination malpractices in secondary school.

4. Lack of proper coordination during examination has signifcant effect on the level of examination malpractice

**CONCLUSION**

From the findings and analysis we conclude that the students desire to succeed has significant effect on the level of examination malpractices in secondary school.

**RECOMMENDATION**

From the analysis, and findings we recommend that:

1. The federal government of Nigeria should make provisions for learning and instructional materials

2. The parents should encourage their children instead of pressurizing them on the implication of failure during their examination period.

3. The federal government of Nigeria should make it clear to students those students that involve his or her self in malpractice; if caught will be sentenced to 21 years imprisonment.

4. The school management should always prepare their student for both the internal and external examination using the various syllables of all the examination bodies in Nigeria.

**REFERENCES**

Addison JF (1990). “Examinations and the upper secondary curricula in University of Hull, England, United Kingdom pp. 2-25.

Aghenta JA (2000). Educational planning in the 21st century in educational planning and administration in Nigeria in the 21st Century

J. O. Fadipe and E. E. Oluchukwu (ed) A Publication of the National Institute for Educational Planning and Administration (NIEPA).

Akpan CP, Okey S, Esirah E (2005). “Comparative study of effectiveness in maintenance of discipline among administrators of private and public secondary schools in Southern senatorial district of Cross River State, Nigeria” Paper presented at the 29th annual

conference of the National Association for Educational Administration and Planning held at the University of Calabar pp. 6-12.

Al-Methen A, Wilkinson E, William J (1992). "Perceived causes of failure among secondary school students" Research in Education No. 48. Manchester University Press, November pp. 26-35.

Athanasou JA, Olasehinde O (2002). Male and female differences in self-report cheating. Practical Assessment, Research and Evaluation,

8 (5). [Retrieved November 30, 2003 from <http://PAREonline.net/getvn.asp?v=8> andn=5.].

Baiyelo T (2004). Examination malpractice rocks Zamfara, Lagos: Punch Education, The Punch, 17(19,166) September 10; 41.

Bandele SO (2005). “Lecturing, examinations and legal issues in the university system” Paper presented at the One-day Seminar on Ethics and Accreditation held at the University of Ado-Ekiti, Nigeria on Monday, 16th May, 4-6.

Clayton M (1997). “Term papers at the click of a mouse”. Christian Science Monitor, October 27, [Retrieved online 11/19/02 <http://www.csmonitor.com/durable/1999> /term/ learning.].

Creech K, Johnson J (1999). “Cybercheating.originally printed in the January 1999 issue of InfoTech” The Advisory List, Educational Resources Evaluation Services of the North Carolina Department of Public Instruction. [Retrieved online October 19, 2003].

Cromwell S (2000). “What can we do to curb students’ cheating” Education World. http://www.education- world.com/a\_admin/admin144.shtml.] Retrieved January 24, 2006.

Daniel F (2005). Malpractices in Public examinations : Those involved, why, ehen and how Paper presented at the 8th National Conference of the National Association of Educational Researchers and Evaluators held at the University of Ado-Ekiti from 13–17 June, 2005.

4-10.

Educational Communications (1998). “Cheating and succeeding: record numbers of top High School students take ethical shortcuts” Who’s Who Finds Troubling Trends, Some Good News in 29th Annual Survey of High Achievers.

FGN (2004). National policy on education, Lagos, Federal Ministry of Education 7: 20-29.

Gay LR (1996). Educational research: competencies for analysis and application; Upper Saddle River, New Jersey: Merrill, Prentice-Hall Inc pp. 249-310.

Glasner J (2002). “Where cheaters often prosper” Wired news. Aug 26, 2002. [Retrieved online November 19, 2002 [http://www.wired.com/news/school/0,1383,54571,00.html.](http://www.wired.com/news/school/0%2C1383%2C54571%2C00.html)] Retrieved August, 2007).

Gross J (2003). “Exposing the cheat sheet, with the students’ aid”

QUESTIONNAIRE ADMINISTRATION

INSTRUCTION: please endeavor to complete the questionnaire by ticking the correct answer(s) from the options or supply the information required where necessary.

SECTION A: personal information/Data

**Gender**

Male

Female

**Age range**

15-20yrs

21-30yrs

31-40yrs

41-50yrs

Above 50yrs

**Educational qualification**

OND

HND/BSC

PGD/MSC

PHD

Others

**Marital status**

Single

Married

Divorced

Widowed

**Years of service/experience**

0-2yrs

3-5yrs

6-11yrs

Above 11yrs

SECTION B: Causes, effects and 21st centaury solution to examination malpractice.

The socio-economic background has significant effect on the level of malpractice among secondary school students

.

Strongly agreed

Agreed

Undecided

Disagreed

Strongly disagreed

Parents expectations has significant effect on the level of examination malpractice

Strongly agreed

Agreed

Undecided

Disagreed

Strongly Disagreed

The students desire to succeed has significant effect on the level of examination malpractices in secondary school

Strongly agreed

Agreed

Undecided

Disagreed

Strongly Disagreed

Discuss the role of teachers on the level of malpractice in secondary schools

\_ \_ \_ \_\_\_\_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_\_\_\_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_

Lack of proper coordination during examination has signifcant effect on the level of examination malpractice

Strongly agreed

Agreed

Undecided

Disagreed

Strongly Disagreed