

**ASSESSMENT OF EXAMINATION MALPRACTICE IN SENIOR SECONDARY  
SCHOOLS: CASE STUDY OF OVIA NORTH EAST LOCAL GOVERNMENT,  
EDO STATE, NIGERIA**

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BENIN CITY**

**JULY, 2021**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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## **CERTIFICATION**

This is to certify that this work was carried out by Rotimi George ADUGBO, with MAT. NO: EDU1602657, of the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria.

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**DEDICATION**

This project work is dedicated to God Almighty, the giver of all knowledge and my entire loved ones home and abroad who have supported me throughout the compilation of this project work.

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## **ABSTRACT**

This study carried out an assessment on examination malpractice in senior secondary schools. The study identifies the nature of examination malpractice in Nigerian schools, pointing out some of the student's behaviours during examination that can be associated with examination malpractice. Behaviours such as talking during examination, unnecessary movement, asking of question from fellow candidates, and coming late to examination venue among others. Also, the roles played by the society and how parents aid and abet this act of malpractice were discussed. And lastly, some measures that are capable of minimizing its growth in our educational system were also suggested.

A survey research design and a purposive sampling technique is what the researcher used to collect data for the above topic and a sample size of two hundred (200) respondents consisting of fifty teachers (50) and one hundred and fifty students (150).

The findings of this study shows that examination malpractice is increasing despite different measures that have been put in place by different scholars who have treated similar topic. However, in this study, the researcher suggested more measures that is believed will go a long way to minimize, if not eradicate the menace of examination malpractice. As a result, recommendations was made regarding the illegal act.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

The greatest problem that is undermining the foundation of our educational sector in Nigeria today is examination malpractice. Apart from persistent strikes by the Academic Staff Union of Universities (ASUU) and Nigerian Union of Teachers (NUT), no other issue has attracted the attention of major stakeholders in our educational sector than how to eradicate the menace of examination malpractice.

The last two decades have witnessed an alarming rate of increase in incidents of examination misconduct especially at secondary school level. Examination malpractice has become so widespread that there is virtually no examination anywhere at all levels and even outside the formal school system that there is no one form of sharp practice or the other. Every examination season witnesses the emergence of new and ingenious ways of cheating.

Though examination malpractice is neither a recent phenomenon nor is it peculiar to Nigeria or Africa (Awanbor, 2005), the alarming rate of increase is a global issue. The alarming rate of increase in examination malpractice in secondary schools in Nigeria calls for concern from all stakeholders in the education sector. It has been widely reported that parents and teachers aid and abet examination malpractice directly or indirectly. (Oladuti,2005). Parents go to the extent of bribing their way

through to ensure that their wards get unearned grades while teachers encourage examination malpractice because they lack the zeal to work but want to be praised for job not done (Alutu & Aluede, 2006). According to Omoluabi and Uzoka (cited in Alutu & Aluede, 2006), the value system in Nigeria has broken down completely and so adults and youths alike act without moral scruples. This is the reason why examination malpractice still thrives despite its grave consequences on the social political and economic structures of the nation.

Examination is defined as a formal test of one's knowledge or ability in a particular subject especially by means of answering questions or practical exercises. Examinations in Nigerian schools dated back to the advent of formal education in the country in the 1800s and they were modeled after the British system. As such, the 1987 Ordinance made provision for examinations in schools that have attained the requisite percentage of proficiency (Adesina, 1990; Bandele, 2005). Nnam & Inah (2015) notes that examination is a yardstick against which students or candidates' competence and progress are formally measured and appraised in the education sector. According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this forms a feedback. George & Ukpong (2013) opine that examination is the most common tool around which the

entire system of education revolves, it is the instrument used to decide who is permitted to move to the next level. Malik & Shah (1998) cited in Akaranga & Ongong (2013) observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not be obtained. Hence, the result of such evaluation leads to wrong decisions and judgments which affect the teacher, the learner, the entire education industry, as well as the society (Ojonemi et al., 2013) Therefore, it is through examination that students are evaluated or tested to find out the quality of knowledge they have acquired within a specific period. Thus, examination could be either internal, external, oral, written or both. Examination is the parameter with which the success or failure of institutional programmes is determined.

Examination malpractice on the other hand could be defined as the use of illegitimate means to achieve goal in an examination. Such illegitimate means include: throwing in pieces of paper into halls to assist students; purchase of question papers before the commencement of that particular examination , giraffing, writing on body parts or on materials found within the venue of exam, using of coded language among students and sorting. Apart from this mentioned methods, examination malpractice is a phenomenon that changes and moves with the tides of time. The method of

examination fraud some years back is different from the way it is now, it has upgraded to the use of internet, although former ways are not totally eradicated.

Furthermore, examination malpractice has constantly caused a great distress in Nigeria educational system since examination is a phenomenon associated with pupils and students of schools, colleges and universities. It is believed that the solution to the associated problem should be sorted out within the school system. Current media report shows that there has been an upsurge in examination malpractice while even parents and teachers who are supposed to assist in reducing the trend are neck deep in it.

The incidence of examination malpractice has been blamed on lack of seriousness of students in their studies, poor teaching and learning, poor invigilation and over-emphasis placed on paper qualification by employers of labour (Mgbodile, 2006). Some other observers point to indiscriminate teachers' strikes. According to these observers, each time the schools are forcibly closed down, course work is condensed and students become panicky and start to explore other means to pass their examinations (Igbinovia, 2005).

The West Africa Examinations Council (WAEC) has not been finding it easy to conduct examinations; this is the reason why the West African Examination Council (WAEC) and National Examination Council (NECO) are sometimes criticized for gross inefficiency in handling examination. The various universities and other

tertiary institutions cannot claim exemption from the blame. Examination at the primary school and secondary level of education on the other hand has nothing to write home about. It is in the light of the above that conscious effort will be made in this study to examine the causes of examination malpractice in schools, its effect and of course give possible solutions towards curbing examination malpractice in our secondary schools.

### **Statement of the Problem**

The issue of examination malpractice among Nigerian schools is an age long problem. Akinseye & Oladunjoye (1991) reported that it first occurred in Nigeria in 1914 during the senior Cambridge local examination which were leaked before the scheduled date of examination. Thus, examination malpractice which started at a low trend became more pronounced in 1970, involving persons other than the candidates. Since then examination malpractice became more advanced and sophisticated.

The scope of examination malpractice is increasingly spreading like harmattan fire which has consumed our educational system such that today, it is a national disgrace.

Many steps have been taken by various bodies concerned with educational matters to provide solution to the problem but which seems not to be enough. For instance, in 1984, the federal government enacted decree 20 which imposed a 21 years jail term for anyone found guilty of cheating in examination. In the same vein, they also

enacted act 33 of 1999. The decree spelt out the type of Examination malpractice and its punishment.

Also, there are different approaches adopted by different examination bodies, governments and Non-Governmental Organizations (NGOs). Examination bodies such as the West African Examinations Council (WAEC) and the National Examinations Council (NECO) have been trying to fight examination malpractice. Fagbemi (2001) cited by Olatoye (2011:7) reported efforts by WAEC to include public enlightenment campaigns, information to students on rules and regulations guiding examinations, punitive actions on candidates and WAEC staff involved in malpractice, and creation of a whole department headed by a Deputy Registrar to handle cases of malpractice. NECO has also conducted workshops, seminars and public enlightenment campaigns. An NGO known as Examination Ethics Project has worked tirelessly on examination malpractice.

problem of examination malpractice should be of serious concern to all, because it is a major factor that determines a nation's survival and growth.

This study therefore aim to suggest possible measures on how to tackle the menace of fraud during exams

### **Purpose of the Study**

The purpose of this research work is to carefully assess examination malpractice in our secondary schools and suggest ways to curbing this ugly vice.

## **Research Questions**

Based on the objectives, the following research questions were postulated:

- i. What is the nature of examination malpractice in Nigeria?
- ii. What behaviours of students in examination constitute examination malpractice?
- iii. Is undue emphasis on paper qualification responsible for examination malpractice?
- iv. What measures are capable of controlling examination malpractice among students in secondary Schools?
- v. Are some parents contributing to examination malpractice?

## **Significance of the Study**

Looking at the Nigerian state today, examination malpractice has eaten deep into the fabrics of the Nigerian education system - a common phenomenon that has greatly reduced our standard of education. That is why Akaranga and Ongong (2013) strongly asserted that examination malpractice poses a great threat to the validity and reliability of the education system. They described a trend that is harmful not only to moral development but also to the intellectual development of the students. If the trend is not controlled, not only will the programs' graduates lack the moral discipline but they will also lack the knowledge, skills and competence necessary to

exploit the resources at their disposal. From an ethical point of view, assessing the extent to which examination malpractice affects the education system in Nigeria is of grave importance. Therefore, this study unearthed the causes that lead students to cheat and the devices they use when cheating in an examination and, thus, is significant. It was hoped that the findings of this study would generate information which education policy makers, including the personnels working at the examination bodies would use to compare with and add to the already existing knowledge on examination malpractice. Therefore this study will be of help to policy makers and the examination councils.

Also, it is important to understand that some people think that they cannot face examinations without cheating, but this study will negate this assertion by helping schools to build confidence in students preparing and sitting for examinations by helping them appreciate the negative consequences associated with examination malpractice and to face examinations with boldness and confidence rather than resorting to cheating. This would help to produce graduates of substance who can contribute effectively to the economic development of Nigeria. The study, which was expected to highlight causes that motivate students to cheat and methods of examination malpractice at school level, could also enable educational authorities to devise ways to stop the behavior. Through its findings, the study could help to draw the attention of not only the teachers, students, parents, and administrators, but also

the nation at large to these unwanted practices, to help them begin to think of remedies to curb the tendency.

### **Delimitation of the Study**

The research study is limited only to senior schools in Ovia North East Local Government Area of Edo State.

### **Limitation**

The sample population of the study included teachers and students from 5 selected secondary schools in Ovia North East. Even though the results from these schools might have suggested a trend of the examination malpractice, generalization would still be difficult without further studies of the remaining parts of the country.

### **Definition of Terms**

Some terms used in this study are defined below:

**Examination:** Examination is the measurement of proficiency, knowledge, or skills, in oral or written form, and evaluating the adequacy of these proficiencies possessed by candidates. This is the pivot around which the whole system of education revolves (Wilayat, 2009).

**Examination Malpractice:** Examination malpractice is commonly defined as deliberate wrongdoing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage (Wilayat, 2009). Fasasi (2006)

added that examination malpractice may be understood as misconduct or improper practice, before, during or after any examination by examinees or others with a view to obtaining good results by fraudulent means.

**Cheating:** cheating is referred to a type of examination malpractice which takes place in the examination hall

**Giraffing:** this is a form of cheating that takes its name from one of African wild animals with an extremely long neck, legs and small head (Akaranga & Ongong,2013) where the student would stretch his/her neck to catch a glimpse of what the other student had written.

**NECO:** National Examination Council

**WAEC:** West African Examinations Council

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter reviews various works by different writers and researchers on examination malpractices. It is organized under the following sub-headings:

Conceptual Framework

Types of Examination Malpractice

Causes of Examination Malpractice

Effect of Examination Malpractice

Solutions to Examination Malpractice

Summary of the literature review

#### **Conceptual Framework**

##### **Concept and Nature of Examination Malpractices**

Examination malpractice has been given different meanings by different scholars with the meanings pointing at one thing. Akpama, Bassey, Idaka and Bassey (2009) viewed examination malpractice as an unlawful behaviour or activity engaged by school children at whatever level of education, to have personal advantage in examination over their mates who are competing in the same examination. Joshua (2008) opined that examination malpractice is any unauthorized or unapproved action, inaction, activity, behaviour or practice that is associated with the preparation, conduct and processing of

examination and other forms of assessment and carried out by any person involved in preparing for, giving, taking and processing that examination at any level. In the view of the University of Portharcourt - Academic Policies (2009), examination malpractice refers to all forms of cheating which directly or indirectly falsify the ability of the students. The definition above is an unwholesome behaviour which helps the doer to perform better than he / she would ordinarily have done if not for the act.

Similarly, Hudson (2006) viewed examination fraud as "the act of cheating ones way to success in an examination". He equated examination malpractice with "Expo" which he described as a form of misconduct in examination halls. Also in their contributions, Ibiam (2007) and Banke (2005) posited that examination malpractice is an abdication of examination ethics as those values which constitute free and fair examination standard. Ibiam opined that cheating in examination is a vice that makes examination lose fairness as "a test of knowledge".

Daramola and Oluyeba (2007) saw examination malpractice as any irregular behaviour exhibited by candidate or any body charged with the conduct of examination in or outside the examination hall, before during or after such examination. They include the following as examination malpractice, paper leakage, cheating, impersonation, swooping of scripts in the examination hall, collusion, result / certificate forgery, physical / verbal assault on examination administration.

Oluamaro (2009) wrote „dubbling, giraffing, talkie, use of computers, body writing, string pull method, local syndicate, stamped method false pockets, under lockers are all included as forms of examination malpractices“. Onanuga (2008) also said that examination malpractices are categorized as either internally aided or externally aided. The internally aided type involves „giraffing“, while the externally aided include peripheral answer scripts and supervisors accepting already prepared answer books when packing other candidates answer scripts.

In an article written by Onanuga (2009), he argues that the perpetration of examination malpractice is an embarrassing act involving parents, students and teachers, even the authorities. He went further to say that the society is corrupt. They always search for the best for their children, they are the main culprits of examination malpractices, they spend what they have to get what they need. He added that the aim of any body establishing a private school or tutorial centre is to make profit. They aid examination malpractice in order to have more students and more money.

However, several measures had been taken by different bodies of Examination to minimize, if not eradicate the problem of Examination fraud.

For instance, After the leakage of the West African Examination Council (WAEC) question papers for the West African School Examination in 1977, the public outcry by WAEC led to the setting up of a tribunal by the federal government of Nigeria to investigate the mass leakage and suggest possible measure to forestall future occurrence.

The recommendations of the tribunal led to the promulgation of Decree 20 by the federal military government in 1984 to deal with this menace. Part of the Decree reads thus: "Any person who fraudulently or with intent to cheat or secure any unfair advantage to himself or any other person or in abuse of his office, produces, sells or buys or otherwise deals with any question paper intended for the examination of persons at any examination or commits any offences specified in section 3 (27) (c) of this Decree shall be guilty of an offence and on conviction be sentenced to 21 years imprisonment...." (Fagbemi, 1998 cited in Oredein, 2006).

Incidentally, Examination Malpractice Act 33 of 1999 revised the Decree 20 of 1984 and stipulates punishment ranging from a fine of ₦50,000.00 to ₦100,000.00 and imprisonment for a term of 3 – 4 years with or without the option of fine. Despite all these laws, examination malpractice has been on the increase and this is as result of government inability to enforce the laws.

Secondly, the West African Examinations Council (WAEC) being one of the oldest examination bodies in the country has adopted and applied several measures to curtail malpractice. The efforts by WAEC include: public enlightenment on the dangers of examination malpractice, information to candidates on rules and regulations guiding its examinations, sensitization of government and other stakeholders, sanctioning candidates and officials caught in examination irregularities. Other measures by WAEC

include use of security bags for collection of security materials, photo-embossment of certificates, mounting of anti-malpractice billboards among others.

Non governmental organizations and church groups are not left out of the war against examination malpractice in the country. Worthy of note is Examination Ethics Marshal International, an NGO championed by Mr. Ike Onyechere which has criss-crossed the country campaigning against examination misconduct. Despite all these efforts by both government and non-governmental organizations, examination malpractice is increasing geometrically in the country because the remote cause that necessitated the malpractice is yet to be addressed.

### **Types of Examination Malpractice**

According to Ezekiel-Hart (2011), there are three major types of examination malpractice:

**Type I:** Cheating before the examination: This type of cheating occurs when students are given already prepared examination questions prior to the examination. This gives them the opportunity to read only for particular questions or even take already prepared answers into the examination hall. This type of cheating often occurs with the collaboration of the subject teacher, the typists or anybody to whom the examination question are exposed before the actual examination date.

**Type 2:** Cheating during the examination: This is the most common type of malpractice. It occurs within the examination time and venue where students cheat by copying from

one another, or from notebooks and textbook brought into the venue. Some students pay others to write for them, branding them mercenaries. Others copy from their body or stuff their pockets, brassieres, pants with copied materials. The use of impersonators has made examination a meaningless tool for assessment.

**Type 3:** Cheating after examination: This type of malpractice involves the changing of examination grades in return for material gains. This is where student termed „sorting“ is derived. At this stage, students offer money or gifts to teachers, or other personnel involved with examination results in exchange for higher grades. Teachers who turn down these usually mouth watering offers are often described as "unsortable“ by students. Evidence abound that examination malpractice occurs in varying degrees and manners at all levels of education.

The WAEC (DVD, 2012) listed some of the ways candidates indulge in examination malpractice as follows; according to WAEC, it is regarded as irregular activities inside or outside the examination hall e.g.:

- a. Tearing part of the question paper or answer booklet during the examination;
- b. Possession of two question papers;
- c. Seeking or receiving help from non-candidates. Such as invigilators, supervisors, teachers or any other personalities during the examination;
- d. Bringing into the examination hall foreign materials such as unauthorized blank sheet of paper or weapons to harm somebody;

- e. Converting or misappropriating the scripts of other candidates;
- f. If a candidate is found with ipad, or phone;
- g. Candidates refusing to submit their written work;
- h. Candidates having a foreknowledge of the questions;
- i. Impersonation;
- j. Mass cheating by a school etc.

Other identified forms of examination malpractices are ghost voices, giraffing, whispering for answers, peep and copy correct answers from other students in the examination hall.

### **Causes of Examination Malpractice**

Adebiyi (2011) in his research identified some of the causes of examination malpractices as follows:

1. Gaps in the knowledge of students or pupils
2. Evil or negative inclination
3. Digital laziness and
4. Irresponsible and loose attitude.

### **a. Crops of knowledge of students or pupil**

Knowledge, especially in academic circles, has a basic structure, and that basic structure like a house, has a foundation, walls and roofing. Knowledge can also be seen as a great wall made up of blocks of different kinds of jig-saw puzzle. Each block must fit in within the appropriate space in the different rows of blocks that make up of the wall. At the same time, each row of blocks must be properly installed. Otherwise the next row will not fall in place. In a situation like this, a given principle must be adopted if one wishes to succeed in installing the wall from the foundation to the top without making mistakes. This requires a precise knowledge of the relationship of each block with a series of blocks making up a given row from the foundation to the top. The same thing applies to every given knowledge. For the development of gap in the structure of any given knowledge will immediately confuse the intuitive perception of the pupil or student. Knowledge is therefore only solid and thorough when one can survey the whole structure from the beginning that is from the foundation to the end. And since every knowledge, be it English language or any other language or mathematics is usually very vast, experts in the field of every given subject has divided it into small units and sections. These small units and sections are arranged from down upwards. That is to say, they are arranged from the rudiments or basics of the

knowledge in question, gradually to its graduate level. One can therefore divide the sections into three major parts, primary, secondary and tertiary.

A careful look at the structure of every subject will immediately explain the fact that any gap within the child's knowledge at any given level will become an obstacle that will definitely work against a further understanding of the subject as the strives upwards in his learning process. And once such gaps develop, the child will become confuse until that little portion is filled. Where it is not filled, however, his overhead view of what he has learnt so far will start going out of focus. And as more gaps develop within his knowledge of the subject, the picture will become more and more blurred and fuzzy as if covered by clouds of smoke. When the time comes for him to be tested in an examination, he is likely to rely on stealing from others to put down something on paper.

As it is at the primary level, so also it is at the secondary and tertiary levels. And generally speaking, serious gaps at the primary school level will always adversely affect the child's understanding of his subjects at the secondary school level. At the same time, serious gaps at the secondary school level must negatively affect a student at the university or tertiary level of education. Such serious gaps in the knowledge of a subject proper remain the most serious factors that lead people generally into all kinds of examination malpractices. This therefore, calls for the great need for teachers and parents as well as pupils and students to avoid all forms

of gaps in their knowledge of their various subjects, if we must run away from the negative and ignoble problems of examination malpractice.

### **b. Evil or negative Inclinations**

When one is negatively inclined or when one becomes evil minded, he will always want to take dangerous short cuts in order to achieve his objectives. This ugly tendency is one of the basic causes of examination malpractice. A student who has lost the correct perception of the differences between right and wrong, good and evil or uprightness and perverseness will not see anything wrong in using any and every means at his disposal to acquire a certificate, even if it involves shedding of blood. When people lost their perception of the difference between good and evil, right or wrong, they become more interested in special examination centers where they will be free to do as they like that in studying subjects well in order to pass through their examination in a dignifying manner.

### **C. Digital Laziness**

When one is lazy both mentally and physically, he could be described as being digitally lazy. Most of them have little time for their studies. They spend their time attending parties and forming gangs who engage in awkward behaviour. This digital laziness is to say, the person is lazy in a calibrated manner. No doubt, one who is as lazy as this finds it difficult to engage in those things that could bring

him true benefits. Instead such people prefer to waste their time on other pastimes such as gambling, which always constitute a waste of mental and physical resources. Such people do not make good students because, they will never take time to listen to their teacher, spend time in reading their books or even carry out useful functions in the home. When examination comes, however, they want to pass by all means.

#### **d. Irresponsible and loss attitude**

A loose and irresponsible person is one who does not know the proper time for any and every thing. A loose and irresponsible student does not bother at all, he spends time chatting with his friends while teaching and learning are supposed to be going on. He does things that could distract his fellow students when the teacher is teaching. Often than not, he disrupts the teacher's lesson with his irresponsible comments, or other forms of distractions. Such a student, when the chips are down, will resort to one form of examination malpractice or the other. For, he will also like to pass his examination without adequate studies.

Nweze (2008) identified some causes of cheating in examination by secondary school students. He based his study on the six assumptions mentioned here under:

- a Students do not work hard

- b They cheat in order to pass
- c They lack the techniques of examination
- d Those who get away with cheating get a sense of pride of achievement -  
What they study is not related to what they aspire to be in life.
- e Those who indulge in examination malpractice are of bad character.

Among the causes of examination malpractices, he identified the following:

- i. Poor staffing
- ii. Inefficient and lackadaisical attitude of some principals
- iii. Much premium placed on certificate

Jimoh (2009) in his research identified some of the causes of examination malpractice mostly in secondary schools which includes:

1. **The students:** The students are non-challant over studying because examination malpractice discourages hard working students, as they will not be in class when the lessons are going on, even when they are present, they will be busy doing some abstract things instead of listening to the teacher. With the new technology of handsets, some students will be fiddling with their phones in the class without paying attention to the teacher. Some do eat

food in class while lesson are going on. Such group, do not ask questions for clarity and when the teacher questions the students as an evaluation, they can never answer. Some of them felt that doing their assignment or project is a waste of time rather they will copy from their fellow students. Some of them will fake sick so that they will not participate in examination.

2. **Peer group influence:** The peer group affects the students seriously, because they alert their fellow students where it's happening, where the miracle centres or special centres are, and the amount required by such centres. Peer group, mostly those that are frustrated over repeated failures from personal efforts. Such people are ready to eliminate anybody who proved a hindrance to their success.
3. **Parents:** Parental indiscipline and indulgence sustains the phenomenon of examination malpractice because they sponsor them in monetary incentives to procure live question papers or to pay for some external candidates to write the examination for their children. Parents pay for "miracle or private centres". Many parents believe they can catapult their children to any heights through teachers and invigilators to ensure that their children pass examination.
4. **The school principal / teachers:** Principals' lack of proper supervision and teacher's lack of using instructional materials to teach, leads to ineffective

teaching and learning. Incessant strike actions by teachers do not help matters because syllabus will not be covered and hence, they will result to malpracticing once there is money. Some principals and teachers collaborate with supervisors for academic assistance. Some principals took the examination season as their rainy days, they over register students with heavy amount of money just to make excess money, hoping on examination misconduct. Some schools write out answers on the board for the students to copy. Most teachers dictate answers especially objective questions to the students in the examination hall.

5. **The supervisors / invigilators:** Supervisors are not left out in examination malpractice, they enjoy gratification of all sort ranging from cash, sex and other favours like snacks, drinks and variety of other gift items. Moreover, their pay do not come on time and so they depend on what they have at hand. Some of them have unconditional emotional feelings for the students and allow them to indulge in examination malpractice.
6. **Lack of conducive learning environment:** Some examinations hall are small and can not contain the students as such they arepacked and the next option is to cheat. Even in classroom situation, a larger number of students cannot give way to the teacher meeting up with their individual differences.

When learning becomes difficult and frustrating students seek for easier ways of making it either through hook or crook ways.

7. **Lack of Teachers' motivation:** Teacher salary seems very small compared with teachers in the developed world. Even at that, they were not paid on time, teachers' welfare are not taken care of e.g., a teacher dead in an urban school and the parents teacher association declared their children will, pay just twenty naira for the burial of their teacher. The teachers felt slighted, it was shameful and an act of wickedness against the teachers, consequently, the teachers exhibit laissez faire attitude to work which affects the students adversely.
8. **Emphasis on certificate:** The paper qualification syndrome has sent everybody into trying to obtain a degree no matter what it takes. Some professionals, medical doctors, civil servants, bankers, politicians have been accused of certificate forgery.
9. **The Examining Bodies/Officials:** The examining officials have access to examination materials and they sell to available clients with huge amount of money. Edikpan (2006) noted that live questions papers do not fly out of the printing point without somebody bringing it out to make money.

10. **The security agents:** Security is not left out in the business of examination malpractice. Those who are relied upon to salvage the mess also indulge in it, in the bid to make money; they collaborate with students to carry out this nefarious act

11. **The Government:** Government has failed to use their powers in implementing the rules of the law in punishing offenders of examination malpractice. The Decree 33 of 1999 remained dormant without implementation to deter others.

### **Effects of Examination Malpractice**

It has very serious economic, political and social consequence. The buying of examination forms alone costs a lot of money and when these results are cancelled, it affects the opportunity costs to the society and the nation at large. The candidates become frustrated, considering the mental and financial sacrifices.

Examination malpractice leads to loss of ones integrity, breed unproductive and non-functional graduates. It renders school attendance, discipline and moral teaching useless and the existence of the school becomes unnecessary. Those who entered the higher institutions with forged certificates and fake statements of result were expelled. Many of the external examinations were either withheld or cancelled once there is an evidence of examination malpractice. School principals

who indulged in examination malpractices were suspended and their schools derecognized as an examination centre.

Falade (2012) announced that the West African Examinations Council has decided to cancel in its entirety some of the withheld results of November/December 2011 West African Senior School Certificate examination (WASSCE) based on the decision of the Nigerian Examination Committee's (NECO) recommended sanctions. Adeyegbe (2006) noted that the devastating effect of examination malpractice has threatened not only the credibility of the certificates issued by the examination bodies, but has also threatened the existence of such bodies. Edikpa (2006) quoting Egbo (2005) frowned that examination malpractice has continued to threaten the relevance of education and the quality of education is alarmingly declining.

Secondary schools are where most of the internal and external examination for both primary schools, secondary schools or tertiary institutions are being conducted like General Certificate of Education (GCE), West African Senior Secondary Certificate Examination (WASSEC), NECO, UME, JAMB, etc. All these take place in secondary schools and the teachers are involved in all examination assessment as invigilators, supervisors or coordinators.

Examination malpractices have very bad effects in secondary schools though people see it as a sure means of making it in academics.

- Malpractice have forced many students out of the books. Students now lack the zeal of reading books. Most students don't go for research anymore therefore, they don't find out new discovery in the world. The only thing in their mind is examination malpractice. They want to attain and enjoy success without working hard enough to achieve it, forgetting it's business first before pleasure and not the other way round.
- Examination malpractice encourages the students to steal from parents or from their fellow students. The students involved in malpractice will like to meet up the needs by all means, therefore, stealing from the parents. If parents cannot afford the bill he can go extra mile, carrying gun or knife harassing a fellow students, collecting money from them. If the student is a female, she could stand along the road for prostitution or she will try to get a boy friend or sugar-daddy to help her pay the bill. This is a very bad behaviour in our society. Therefore, examination malpractice has forced them to commit crimes which will sour the image of society.
- Examination malpractice is a worm that has eating deep into our educational system. It is very unfortunate that the Nigeria educational system cannot detect people that truly get a good grade and people that acquired it through malpractice and the only thing they know is to issue out a certificate to everybody. Some schools will issue out certificate to some people on

professionals courses, you see them messing around. For example, you will see a medical doctor in a hospital but he/she cannot represent the course very well. All he/she knows is that he is a medical doctor for him to treat the sick ones. He cannot even identify the actual drugs to inject them or the right proportion of pills to give the patients. And by so doing, bringing about mass death or sickness. This is as a result of examination malpractice.

- It has forced us to have many graduates, but only a few can apply what they have learned.
- It has also made most students to lack the skill in their various course of study. Some schools will send students for industrial training so that they will acquire skill, due to malpractice, they will sit back home, after some time they will go and get a take report and present it to the school.

So, examination malpractice was really deal with us. It is only when the solution it is found out and being implemented that will be saved from these wide spread diseases called examination malpractice.

### **Solutions to Examination Malpractice**

Shonekan, (2011) identified the following as the possible solution to examination malpractices:

1. Provision of adequate facilities in terms of textbooks, reading books. Well-equipped laboratories and classrooms and a conducive atmosphere for teaching and learning process and acquisition of skills must be produced.
2. The proscribed syllabuses must be adequately covered because the tests are drawn from the entire syllabuses.
3. Teaching profession should be made more attractive and comparable with other professions in terms of entry qualifications, facilities, condition of service and remuneration.
4. The mass promotion syndrome of almost 100% transition from primary schools through junior secondary school to the senior secondary should be adequately provided for by updating the facilities to accommodate the upsurge in the final year examination classes.
5. The procedure for school based assessment should be complementary of that of the external examination through adequate in service training of teachers on the technique of educational evaluation. This will remove the dichotomy between the school based and public examination.
6. Adequate and large examination halls with comfortable furniture should be provided.

7. Candidates registering for public examinations should carefully study the rule and regulations guiding the administration of the tests and conducts of examination.
8. Parents and teachers should perceive themselves not only as character moulders but also models for their children / wards and pupils respectively.
9. Guidance counsellors should be employed in all schools to guide the students on study habits career prospects and requirements for various careers.
10. The students should be thoroughly searched before entering the hall. Apart from photographers, finger prints on certificates should be used for identification as no two persons, even identical twins could have the same finger print. That is why it is used in crime detection.
11. The number of invigilators and supervisors should be increased in the exam hall. Examination officers, vice principals and principals should occasionally pay visits to exam halls to observe what is going on. In this way, they could notice any cheating behaviour.

For the achievement of thorough and successful checking of students against bringing anti- examination materials into the examination rooms,

male supervisors should check male students while female supervisor should check female students before admission into the examination rooms.

Again, the examiners should stop collecting money from the examination candidates so as to allow them cheat in the examination rooms. And the government should by as much as possible to stop „special centers“ of a thing because it has contribute immensely to the examination malpractice. The invigilators should also make sure that nobody enters the examination rooms or halls with hand set.

Since WAEC was established in 1952, with the responsibility of conducting examination required in public interest, there have been cases of disgracefulness of examination malpractices. It is therefore a necessity to withdraw the conduct of examination from also a better medium established.

### **Strategies for Curbing Examination Malpractice**

There have been various seminars and workshops organized for candidates, school authorities and officials involved in examination administration to debunk from practicing it. For instance, Anambra State Post Primary School Service Commission (PPSSC) Awka convened a meeting on 3rd of may, 2012 for all Principals, Teachers and Students among what was discussed was how to curb examination malpractice. Teachers and principals were

warned not to aid the students in examination for both internal and external examinations. (PPSSC, 2012). Strict and elaborate internal security measures have been evolved by various examining institutions during the development and printing of question paper

Edikpa (2006) observed the following as strategies for curbing examination schools:

1. Good coverage of topics in the examination syllabus.
2. Use of instructional materials to draw topics to the interest of the students.
3. Suspending students who engage in examination malpractice
4. Provision of standard examination halls in schools.
5. Nomination of honest teachers as invigilators.
6. Examination board to be more careful in leakage of their question papers.
7. Government should close all special centers for external examinations.
8. Organize seminars and workshops on the consequences of examination malpractice to create awareness.
9. Establish examination ethics club in all secondary schools.

## **Summary of Literature Review**

In this chapter, effort was made in exploring the meaning of examination malpractice as well as types of examination malpractice in secondary schools. The chapter also x-rayed in details the causes and the various techniques that perpetrators of examination malpractice employ. It further justified the inclusion of examination malpractice as a mal-adaptive behaviour and stressed on the need to curbing its menace. Finally, the chapter thoroughly provided the effects of and solutions to examination malpractice in our education and on their scholars.

## **CHAPTER THREE**

### **METHODOLOGY**

In this chapter, attention was paid to the methods employed by researcher in carrying out the project on the assessment of examination malpractice in senior secondary schools.

#### **Design of the Study**

The researcher adopted a survey research method in the assessment of examination malpractice in senior secondary schools using selected schools in Ovia North East Local Government.

The use of this method is necessitated by the fact that the study intends to find out existing causes of examination malpractice in senior secondary schools

#### **Population of the Study**

The population for this study comprise all the Senior Secondary Schools in Ovia North East Local Government Area of Edo State. But, due to the difficulty in studying the entire senior secondary schools in this local government, the population for this study was limited to 5 randomly selected senior secondary schools, which was made up of one hundred and fifty (150) students and fifty (50) teachers, as shown in the table below:

<b>S/N</b>	<b>Name of Schools</b>	<b>No. of Students</b>	<b>No. of Teachers</b>
1	Ekosodin secondary School, Ekosodin	232	10
2	Army day Secondary School, isihor	441	13
3	Ebomisi Secondary School, Ugbogiobo	331	8
4	Nifor Secondary School, Iguosa	334	9
5	Ezomo College, Ora	443	10

Source: Management of the Schools.

### **Sample and Sampling Techniques**

The researcher selected one hundred and fifty (150) students and fifty (50) teachers, totalling two hundred (200) from five selected schools (secondary) in Ovia North East Local Government, using purposive sampling technique.

Therefore, the five selected schools by the researcher is believed by the researcher to represent a suitable proportion of secondary schools in Ovia North East Local Government Area.

Using this technique, ten percent (10%) is used to select schools with the population above three hundred (300) while twenty percent (20%) is used for population below three hundred (300).

Thus, forty six (46) respondents were selected from Ekosodin secondary school, Ekosodin, forty four (44) were selected from Army day Secondary School

Isihor, thirty-three (33) from Ebomisi Secondary School, Ugbogiobo, forty-four (44) from Nifor Secondary School, Iguosa, and thirty-three (33) respondents from Ezomo College, Ora totaling two hundred (200).

This is further shown in the table below

<b>S/N</b>	<b>Names of selected Schools</b>	<b>Sampled Teachers</b>	<b>Sampled Students</b>
1	Ekosodin Secondary School, Ekosodin	10	36
2	Army day Secondary School, Isihor	13	31
3	Ebomisi Secondary School, Ugbogiobo	8	25
4	Nifor Secondary School, Iguosa	9	24
5	Ezomo College, Ora	10	34
	Sample Total	50	150

### **Instrument for Data Collection**

The researcher made use of questionnaire to gather information among schools students and teachers. The questionnaire comprise of two main sections ( section A and B), the first section comprise of demographic information of respondents such as age, school name, sex, etc, while the second section comprise the related research Questions. The researcher drew out some questions based on the factors influencing malpractices in examinations among students in secondary

schools. This method was chosen because data collection through the questionnaire tends to form suitable means for logical conclusion.

### **Validity and Reliability of the Instrument**

Face and content validity of the instrument was carried out by the researcher's supervisor who is an expert in measurement and evaluation. The corrections made by him were carefully effected by the researcher.

In order to ascertain reliability of the instrument, the researcher made use of the test- retest reliability test. The instrument was administered to thirty (30) students in the population, but who were not part of the study. After an interview of two weeks, the instrument was again readministered to them. Thereafter, the scores generated from both test were correlated with the cronbach alpha statistics and reliability co-efficient of 0.76 was obtained, which shows that the instrument is reliable.

### **Method of Data Collection**

The researcher made use of the spot interpersonal method of administration to distribute and collect the questionnaires. This method is of benefit to the researcher as the possibility of missing some of the instruments is reduced. Two hundred (200) copies of the questionnaires were given out and collected back from the students and teachers of the selected schools.

## **Method of Data Analysis**

Based on the data collection after the questionnaires were administered, the information were converted into mean, tables and simple percentages for proper analysis and interpretation of results.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULT**

This chapter dealt with the presentation, analysis and interpretation of data. It is organized and presented according to research questions which were structured into two (2) categories namely section A and section B.

Section A dealt with the demographic information of the respondents while section B dealt with the responses of the respondents.

#### **SECTION A**

##### **Student's Demographic Information**

This section shows the tabulation and percentage analysis of the respondent's biographic data.

**Table 1**

<b>School</b>	<b>No. of Questionnaire Administered</b>	<b>No. of Questionnaire Returned</b>	<b>Percentage Returned</b>
Ekosodin Secondary School, Ekosodin	36	36	24%
Army Day Secondary School, Isihor	31	31	20.6%
Ebomisi Secondary School, Ugbogiobo	25	25	16.7%
Nifor Secondary School, Iguosa.	24	24	16
Ezomo college, Oral	34	34	22.7%
<b>Total</b>	<b>150</b>	<b>150</b>	<b>100%</b>
<b>Category 2 (Gender)</b>			
Gender			
male:	63	42%	
female:	87	58%	
<b>Total</b>	<b>150</b>	<b>100%</b>	
<b>Class</b>			
SSS1	67	44.7%	
SSS2	42	28%	
SSS3	41	27.3%	
<b>Total</b>	<b>150</b>	<b>100%</b>	

Source: field survey, 2021

Table 1 shows the percentages of respondents in different secondary schools including their gender and classes. Out of the one hundred and fifty (150) students

(respondents), sixty three (63), represented by 42% were males while eighty seven (87) represented by 58% were females. Also, the number of student respondents in their various classes were as follows: SSS1, sixty seven (67) represented by 44.7%, SSS2, forty two (42) represented by 28% and SSS3 forty one (41) represented by 27.3%.

## TEACHER'S DEMOGRAPHIC INFORMATION

**Table 2**

<b>Name of schools</b>	<b>Frequency</b>	<b>Percentage</b>
Ekosodin Secondary School, Ekosodin	10	20%
Army Day secondary school, Isihor	13	26%
Ebomisi Secondary School, Ugbogiobo	8	16%
Nifor Secondary School, Iguosa.	9	18%
Ezomo college, Oral	10	20%
Total	50	100%

Source: field survey, 2021

Table 2 shows the percentage of teachers in different schools. Out of the fifty (50) teachers (respondents), ten (10) were from Ekosodin Secondary School whose percentage is 20%. Army Day Secondary School, thirteen (13) teachers (26%).

Ebomisi Secondary School, eight (8) teachers (16%). Nifor Secondary School, nine (9) teachers (18%). And Ezomo College, ten (10) teachers (20%) respectively.

**Table 3**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	23	46%
Female	27	54%
Total	50	100%

Source: field survey, 2021

Table 3 shows the genders of teachers, where 46% were male and 54% were female.

**Table 4**

<b>Years in Service</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	5	10%
6-10 years	15	30%
11-15 years	18	36%
16-20 years	8	16%
21 -35 years	3	6%
26 years above	1	2%
Total	50	100%

Source: field survey, 2021

Table 4 reveals the years in service of teachers in their respective schools as represented in percentages. The table indicates that the teachers are experienced as those with less than five years in service are relatively small in number (10%) compared to those who have served for more than five years.

## Section B

### Research question 1: what is the nature of examination malpractice?

**Table 5**

S/N	Content	Agree	%	Disagree	%
1	Examination malpractice has reduced drastically in our educational system	32	16%	168	84%
2	Impersonation can be categorize under examination malpractice	193	96.5%	7	3.5%
3	Question leakage by the teacher contributes to examination malpractice	199	99.5%	1	0.5%
4	examination malpractice can solely be associated with external examination, e.g. WASC	5	2.5%	195	97.5%

Source: field survey, 2021

Table 5 presents the respondent's view on the nature of examination malpractice. The results are calculated in percentages. Thirty two (32) respondents represented by 16% agreed that Examination malpractice has reduced drastically in our educational system, while 84% disagreed. Responding further, one hundred and ninety three (193) respondents representing 96.5% viewed that Impersonation can be categorize under examination malpractice, seven (7) representing 3.5% disagreed on this. Also, 99.5% of the respondents agreed that Question leakage by the teacher contributes to examination malpractice, while 0.5% disagreed. Lastly, five (5) respondents represented by 2.5% agreed that examination malpractice can solely be associated with external examination, while 97.5% disagreed.

Research question 2: **What behavior of Students in Examination Constitute Examination Malpractice.**

**Table 6**

S/N	Content	Agree	%	Disagree	%
1	Talking during examination constitute examination malpractice	158	79%	42	21%
2	Unnecessary movement during examination	149	74.5	51	25.5

	constitute malpractice				%
3	Asking question from fellow students instead of the invigilator can be associated with examination malpractice	172	86%	28	14%
4	Coming late to examination centre can be associated with malpractice	91	45.5%	109	54.5%

Source: field survey, 2021

From table 6, 158 (79%) out of the 200 respondents, agreed that talking during examination is an act of malpractice, while the remaining 42 (21%) respondents, disagreed. Again, 149 respondents representing 74.5% agreed that unnecessary movement during examination constitutes malpractice. The remaining 51 (25.5%), disagreed on this. Also, 172 (86%) of the respondents agreed that asking question from fellow students instead of the invigilator can be associated with examination malpractice. 28 (14%) of the respondents disagreed. And lastly, 91 (54.5%) of the respondents agreed that coming late to examination centre can be associated with malpractice. 109 respondents representing 54.5% disagreed on this.

**Research question 3: Is undue emphasis on paper qualification responsible, for examination malpractice.**

**Table 7**

<b>S/N</b>	<b>Content</b>	<b>Agree</b>	<b>%</b>	<b>Disagree</b>	<b>%</b>
1	The society sees people with lower academic qualification as inferior	179	89.5 %	21	10.5 %
2	Most people with higher paper qualification are often considered for special political and traditional position in the society and worship centre.	182	91%	18	9%
3	Paper qualification earn the holder some sense of accomplishment unlike those without such qualification	191	95.5 %	9	4.5%
4	Most skills/job are given to people with academic qualifications, ignoring those that acquired the knowledge from artisan	189	94.5 %	11	5.5%

Source: field survey, 2021

From table 7, 179 (89.5%) respondents agreed that the society sees people with lower academic qualification as inferior, while 21(10.5%) respondents did not

agree. Also, from item No.2.182 respondents (91%) agreed to the item, while the remaining 18 (9%) did not agree. In the same vein, 191 respondents (95.5%) agreed that paper qualification earn the holder some sense of accomplishment unlike those without such qualification. Those that disagreed on this fact were the remaining 9 respondents (4.5%). On item No.4, 189(94.5%) respondents is of the view that most skills/jobs are given to people with academic qualifications in detriment of those that does not have, while just 11 respondents disagreed.

**Research question 4: What Measures Are Capable of Controlling Examination Malpractice Among Students In Secondary School?**

**Table 8**

S/N	Content	Agree	%	Disagree	%
1	Adequate teaching and learning process before examination	134	67%	66	33%
2	Out right expulsion or suspension or cancellation	174	87%	26	13%
3	Increasing continuous assessment to 50% will help curb examination malpractice.	191	95.5%	9	4.5%
4	Enough invigilation will help curb examination malpractice	189	94.5%	11	5.5%

Source: field survey, 2021

From the table, 134 out of the 200 respondents agreed that adequate teaching and learning process prior examination can minimize cheating during examination while 66 of the respondents disagreed. In the same vein, 174 respondents, constituting 87% is of the opinion that outright expulsion or suspension or cancellation of result is a good means of discouraging malpractice among students. The remaining 13% of the respondents did not agree. Also, 191 respondents (95.5%) agreed that increasing continuous assessment to 50% will help curb malpractice while 9 of the respondents (4.5%) did not agree.

**Research question 5: are some parents contributing to examination malpractice?**

**Table 9**

S/N	Content	Agree	%	Disagree	%
1	Some parents pay hugely for their wards to enroll in miracle centres	112	56%	88	44%
2	Some parents withdraw their SS2 children from public schools to enroll them in private schools where malpractice is allowed	162	81.5%	37	18.5%
3	Some parents pay for examination assistance in favour of their wards	177	88.5%	23	11.5%
4	Some parents are in the habit of bribing teachers in favour of their children	193	96.5%	7	3.5%

Source: field survey, 2021

The table shows that 112 (56%) respondents affirmed that some parents pay hugely for their wards to enroll in miracle centre. The remaining 88 (44%) respondents declined. While 37 (18.5%) of the respondents disagreed that some parents withdraw their SS2 children from public schools to enroll them in private schools because of malpractice, 162 (81.5%) respondents agreed to the fact. Also, 177 respondents agreed to the fact that some parents pay for examination assistance in favour of their children, the remaining 23 (11.5%) respondents did not agree. And lastly, out of the 200 respondents, 193 (96.5%) agreed that some parents are in the habit of bribing teachers in favour of their children while the remaining 7 (3.5%) did not agree on this fact.

### **Discussion of Findings**

From the analysis made so far in each table, it was found that the level of examination malpractice is still very high as indicated in the percentages of those that disagreed that the practice has reduced drastically. Also, it was discovered from the responses generated from item 2, 3 and 4 that students and teachers are aware of the fact that impersonation and question leakages are common practices as shown in the percentage of those that agreed (96.5%) to this fact.

As for some of the behaviours of students during examination, the responses of the students showed that most of the students are aware of the rules guiding the conducts of examination but deliberately ignore them in order to engage

themselves in examination malpractice. Rules such as, no movement, talking, asking of questions from fellow students, coming late to examination centre once the examination has commenced.

As to whether undue emphasis on paper qualification is responsible for examination malpractice in secondary schools, the results from the table showed that the society does not only see people with lower academic qualification as inferior but also relegate them to menial and energy sapping jobs where no respect is given and are not considered for important position at all. These and other related factors is the reason for high involvement in examination malpractice in secondary schools as all students want to achieve this qualification that will give them good life prospects without working hard for it.

Furthermore, it was revealed that there are some measures that are capable of controlling the menace of examination malpractice as confirmed by some student and teacher respondents through their various responses, calculated in percentage includes:

- adequate teaching and learning process before examination.
- Outright expulsion or suspension or cancellation of perpetrator's result.
- Adequate invigilation and spacing of candidates in examination hall.
- And increasing continuous assessment to 50% will help minimize to it barest minimum the act of examination malpractice.

And lastly from the analyses, it was discovered that parents play a major role in encouraging the acts of examination malpractice. Item 17 to 20 of the questionnaire showed that parents contribute to the practise of examination malpractice in the following ways.

- Some parents pay hugely for their wards to enroll in miracle centres where answers are written on the board or better still printed and shared for the students to copy.
- Some parents withdraw their SS2 children to enroll them in private schools where malpractice is their stock in trade.
- Some pay teachers in order to help their children during examination.
- And the habit of bribing invigilators to look away during examination.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations.

#### Summary

Examination is the means through which evaluation is carried out to know whether an individual had acquired certain knowledge or not. But it is quite unfortunate that this only means of ascertaining the presence of knowledge in an individual as been punctured through malpractice. An assessment of examination malpractice in senior secondary schools is what this paper has treated, discussing the nature of malpractice and behaviours associated with it, looked into the roles the society plays that makes the practice, "a do or die affair", some measures that are capable of controlling or minimizing it, if not eradicate this ugly vice, and the various ways some parents contribute to the practice of examination malpractice. All these were made possible through the research questions such as the following:

- What is the nature of examination malpractice in Nigeria?
- What behaviour of students in examination constitutes examination malpractice?
- Is undue emphasis on paper qualifications responsible for examination malpractice?
- What measures are capable of controlling examination malpractice among students in secondary schools?

- Are some parents contributing to the examination malpractice?

Furthermore, the descriptive survey design was adopted, while purposive sampling technique was used and sample size of two hundred (200) respondents composed of fifty (50) teachers and one hundred and fifty(150) students were used. In collecting relevant data, a well structured questionnaire, categorized into two sections, section A and B. section A is for demographic information of respondents of both teachers and students, while section B is for research questions which contains twenty (20) research items. The response format was based on a simple Agree (A) and Disagree (D), and simple percentage was used to analyse data collected.

## **Conclusion**

Based on the findings of this study it has been seen by other learned people that this examination malpractice could be traced as far back as 1914, so many years ago before WAEC was established. In order words, examination malpractice is not a thing of today. This paper carried out an assessment on examination malpractice in senior secondary schools. It identified its nature, perception of the society on paper qualification, behaviour of students that constitute examination malpractice, and some measures that are capable of controlling it. Every problem has a solution. What it takes to eradicate examination malpractice in senior secondary schools is to encourage and motivate students to read and the teachers to discipline

themselves and maintain discipline in all ramifications. Both people should imbibe good moral value. The parents at home should try and inculcate good moral to their wards. This is because the teachers, students and parents are in a better position to eradicate it since every effort at committing examination malpractice is to get excellent result and amiable certificates to be employable and make money.

### **Recommendations**

Based on the finding so far, the researcher wishes to recommend the following:

1. There should be a se-rious re-orientation towards moral values. Moral instructions that can effectively provide the understanding of the ills in examination malpractice should constitute part of curricular.
2. Logistic value should be applied. There should be proper control of the supply, distribution and custodian of examinations materials, to avoid leakage
3. The guidance and counselling services in secondary schools should also help to offer guidance to the students in their choices of subject according to individual and natural abilities and interests. The government should encourage and motivate the schools administrators by ensuring that they are all well paid and ensure that their condition of service are secure. There is need for adequate provision of educational material and facilities that will be conducive and motivate both the students and teachers for proper and effective teaching and learning.

4. outright expulsion or suspension or cancellation of result of the school or students caught in the act of examination malpractice
5. Charity they say begins at home. Parents should extol hard work, dignity of labour and discourage dubious and fraudulence behaviour such as providing their wards with money to enrol in miracles centre. Parents should make out time to check the performance of their children and start on time to help them in difficult area or even pay home teachers to aid them at home instead of buying marks for their children. This will go a long way in curbing examination malpractice.
6. Finally, students should be given proper orientation on the ethics guiding the conducts of examination before the actual examination, as to be forewarned is to be forearmed.

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**APPENDIX**

**FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**AN ASSESSMENT OF EXAMINATION MALPRACTICE IN SENIOR  
SECONDARY SCHOOL**

**QUESTIONNAIRE**

Dear respondents,

This questionnaire is designed to elicit information on the assessment of examination malpractice in senior secondary schools. This questionnaire is purely for research purpose hence you are required to faithfully respond to the questions as the information provided will be treated confidentially.

**INSTRUCTION: Please tick (✓) only the area that concerns you and honestly answer the questions**

Name of school: .....

Age: 10 – 14 ( )      15 – 20 ( )      20 years above ( )

Class: SS 1 ( )      SS2 ( )      SS3 ( )

Sex: Male ( )      Female ( )

## DEMOGRAPHIC INFORMATION OF TEACHERS

Name of school: .....

Sex: M ( ) F ( )

Years in Service: 1 – 5 yrs ( ) 6 – 10 Yrs ( ) 11 – 15Yrs ( ) 16 – 20Yrs ( )

21 – 25Yrs ( ) 26 Yrs above ( )

### SECTION B

Key: Kindly tick agree or disagree in the table provided below

Key

A	D
Agree	Disagree

S/N	ITEM	A	D
	<b>What is the nature of examination malpractice?</b>		
1	Examination malpractice has reduced drastically in our educational system .		
2	Impersonation can be categorized under examination malpractice.		
3	Question leakage by the teacher contributes to examination malpractice.		
4	Examination malpractice can solely be associated with external examination. E.g WASC		
	<b>What behaviours of students in examination constitute examination malpractice?</b>		
5	Talking during examination constitute examination malpractice.		
6	Unnecessary movement during examination constitutes malpractice.		
7	Asking questions from fellow students instead of the invigilator can be associated with examination malpractice.		
8	Coming late to examinatioin centre can be associated with malpractice.		
	<b>Is undue emphasis on paper qualification responsible for examination malpractice?</b>		
9	The society sees people with lower academic qualification as inferior.		
10	Most people with higher paper qualification are often considered for special political and traditional positions in the society and worship centres.		
11	Paper qualifications earn the holder some sense of accomplishment unlike those without such qualifications.		
12	Most skills/jobs are given to people with academic qualifications, ignoring those that acquired the knowledge from artisans.		
	<b>What measures are capable of controlling examination malpractice among students in secondary schools?</b>		
13	Adequate teaching and learning process before examination.		
14	Out right expulsion or suspension or cancellation.		
15	Increasing continous assessment to 50% will help curb examination malpractice.		
16	Enough invigilation will help curb examination malpractice		
	<b>Are some parents contributing to examination malpractice?</b>		
17	Parents pay hugely for their wards to enroll in miracle centres		
18	Some parents withdraw their SS2 children from public schools to enroll them in private schools where examination malpractice is.		
19	Some parents pay for examination assistance in favour of their wards		
20	Some parents are in the habit of bribing teachers in favour of their wards		