



TEACHERS' AND STUDENTS' PERCEPTION ON CAUSES OF EXAMINATION MALPRACTICES AMONG SECONDARY SCHOOL STUDENTS IN NASARAWA STATE

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Abstract

This study determined teachers and students' perception on causes of examination malpractices among secondary school students in Nasarawa state. The study adopted descriptive survey as a research design. The population of the study consisted of 27 201 (13 896 males and 13 305 females) students and 1 750 (938 males and 812 females) teachers from a total of 85 (47 urban and 38 rural) secondary schools in Nasarawa State. The sample is made up of 180 male and 140 female students; 45 male and 35 female teachers using stratified random sampling technique. The instrument used for data gathering was Perception of Teachers and Students' Causes of Examination Malpractices Questionnaire (PTSCEMQ). The validity index of 0.77 was obtained for the instrument and reliability of 0.82 using Cronbach coefficient Alpha method of estimating reliability to compute coefficient of internal consistency. Descriptive statistics of frequencies and percentages were used to answers research questions. While chi-square statistics was used for testing the hypotheses at 0.05 level of significance. The study found that there was no significant difference in the perception of male and female teachers and students on causes of examination malpractices among secondary school students; there is was no significant difference in teachers' and students' perception on causes of examination malpractices in urban and rural secondary schools. The concluded that perception of examination malpractice does not differ by gender but differ according to location. It was therefore recommended that efforts should be

made by stakeholders in enhancing discipline among students through the counselling services in schools in order to prevent them from acts of indiscipline during examinations; there should be increased efforts by principals of schools and examination boards in enhancing the effective supervision of students during examinations.

Keywords: Perception, Examination Malpractices, Causes

Introduction

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 and 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. Examination therefore, is very important not just to the students and their teachers, but also to the public especially to the employers of labour and professional bodies (Adarnako, 2010). The importance of examination in teaching learning process notwithstanding its process is ridden with some degree of malpractices at all levels of education, including secondary schools education. 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, 2013). Whenever there is examination irregularity or malpractice, the validity and resulting outcome is questionable. The common belief on certificates as the only yardstick to measure one's qualification has led many Nigerians to buy educational certificates to prove their academic worth. In other words, examination malpractice is an illegal act committed by students, teachers, invigilators, supervisors, school administrators, parents or any public office or examination bodies in order to obtain underserved scores or grades. Examination malpractice has become recalcitrant despite the rules and regulations guiding examinations as well as the spelt out penalties for examination offences in Nigeria secondary schools and several other

institutions of learning in Nigeria. This recurring situation of malpractices in examinations has become worrisome in view of some evils that are associated. For instance, it makes the certificates of many holders or graduates complete nonsense, it leads to misleading judgment as employers and school administrators as well as captains of industries base employment and admission decisions on examination results or certificates that may be faulty or distorted by malpractice. Even holders of these certificates are dressed in borrowed robes; they are impostors bearing or parading certificates, names or qualifications that are not truly theirs.

In addition, examination malpractices compromise academic standards and as noted by Issa (2012), compromising standard is one sure way to mortgage, if not the present, certainly the future of a people. This is why there are several attempts by stake-holders in education in Nigeria to abate examination malpractice. But the more the attempts, the more elusive seems to be the solution. According to Madaubum and Madaubum cited in Omede (2014), examination malpractice refers to any unacceptable conduct pertaining to examination that warrants the application of a variety of sanctions against the alleged or guilty offenders. It involves any form of illegal and unauthorized assistance that is given to a candidate or student in an examination (Nigerian Tribune, 2012). In a more general term, malpractice in examinations according to Omonu and Alhassan cited in Omede (2014), involve any conduct, both of the officials responsible for education evaluation and the candidates being evaluated which gives undue and unauthorized advantage to a candidate with the intention of influencing the performance of such a candidate. Examination malpractice has three dimensional angles to it. It can take place before such an examination is written, during the writing of the examination and or after such an examination is written. Examination malpractice is sustained because of the people that are involved and the varied styles and expertise with which they are carried out. Parents, teachers, students, school administrators and the certificate oriented-nature of our society are all seen as factors working collaboratively either directly or indirectly to sustain this ill-practice.

Common observations in the state show that examination malpractices occur in both urban and rural secondary schools. These days, it is common to find students who failed the Senior Secondary Certificate Examination in urban

schools going to retake the examination in rural schools and at the same time passing the examination with credits and distinctions in such schools. It seems that the need to have good results in public examinations and advertise their schools to prospective students in the wake of money making appears to have led many private schools to be involved in examination malpractices. Divergent views have also been made about the rate of examination malpractices in urban and rural secondary schools in the country. Some researchers (Uyo, 2004; Akpan, 2005) were of the opinion that examination malpractices were high in urban schools, other researchers (Lathrop & Foss, 2000; Onipede, 2003) had the viewpoint that examination malpractices were a common feature of rural schools. They argued that it is common to find students who failed the Senior Secondary Certificate Examinations in an urban school going to a remote rural school to retake the examinations. At the end, such candidates tend to obtain good results with credits and distinctions in the rural schools. Some of the reasons given for this include the lack of effective supervision and monitoring of public examinations in rural schools (Oderinde, 2003). Hence, students seem to be left to massive cheating in such examinations.

Perception is the organization and interpretation of sensory information in order to represent and understand the environment. According to Schacter (2011), perception is the process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified or unreliable information, perception is equated with reality for most practical purposes and guides human behaviour in general. Schacter (2011) went further to state that perception is the act or faculty of perceiving or apprehending by means of the senses or the mind, cognition; and understanding. It is the immediate or intuitive recognition or appreciation of moral, psychological and aesthetic qualities; insight, intuition; and discernment.

Gender was one of the variables considered in this study. Gender refers to the socially, culturally constructed characteristics roles which are ascribed to male and female in any society (Erinosho, 2005 and Okeke, 2008). Nsekpong (2016) asserted that there is no significant difference between male and female with respect to their level of cheating. Athanason and Olasehinde (2002) reviewed several literatures relating to influence of gender on academic cheating or

dishonesty and found that there is gender difference and that women are less likely to cheat than their male counterpart, Bernedette and Obinna (2012) found that perception of examination malpractice does not differ by gender. The plausible reason for the insignificant difference between male and female may be due to the psychological and moral state of the individual. Akanni and Odofin (2015); Okeke (2015); Joshua, Obo, Aniefiok and Ekpoh (2010); Animasahun and Ogunniran (2014) found that there is a significant difference ($P < 0.05$) between the students and the teachers towards examination malpractice.

According to Ezeudu in Adeyemi (2010), by school location therefore, it means urban–rural schools setting. The findings revealed that one major cause of examination malpractices in the schools was indiscipline among students that made many of them to be involved in examination malpractices. Adeyemi (2010) supported this view when he indicated that there was a significant difference in the perception of teachers of examination malpractices in urban and rural secondary schools in the state. Rural schools had a higher mean value than urban schools. This indicates that examination malpractices were in a greater dimension in rural schools than in urban schools in the state. From the past several studies reviewed, it was revealed that much has been done causes of examination malpractices among secondary school students; the design that was used for the, was descriptive survey, stratified random sampling technique, t-test and ANOVA. Thus, in all the studies, there was no emphasis on the teachers and students' perception on causes of examination malpractices among secondary school students in Nasarawa state using descriptive survey design, multistage sampling technique, mean and standard deviation use to answers research questions while Chi-square statistical methods for testing the hypotheses at 0.05 level of significance and considering teachers and students' gender and location as moderator variables. Moreover, the reviewed studies were at variance with the present study in terms of geographical scope and period of study, hence they were conducted outside Nasarawa State and before 2021 where and when the present study was conducted respectively. This is therefore, the gap this study intends to fill.

Statement of Problem

The persistent occurrence of examination malpractices has been a major concern to examination bodies, the government of Nigeria, schools, administrators and parents. Despite the high premium placed on examinations, it seems that examination malpractices have not been properly addressed in

Nasarawa State, Nigeria. Examination malpractice has grown from a mere stretching of the neck (giraffing) to see what another candidates is writing during examination or consulting authorized notes or books inside or outside the examination hall to such sophisticated method as the use of micro-computer, mobile phones and gun to intimidate those concerned with the administration of the examination.

From studies and survey of available, the hug and cry about examination malpractices which take place at all level of the Nigerian educational system is nothing but a reflection of the corrupt society. The Nigerian society is that which celebrates mediocrity and views cheating as being smart. The society does not want to know how an individual achieves success but the important thing is the success. In the actual fact, examination malpractice is a catalyst to the corruption in the society. Students cheat from primary to tertiary institutions to move from one level of education to another. All sorts of misconducts take place in and around examination venues in order to achieve success. There is an array of literature on the causes of examination malpractice in Nigeria. They are students' lack of adequate preparation, poor sitting arrangement; inadequate coverage of syllabus coupled with close sitting nature of candidates at examinations could entice candidates to engage in examination malpractice.

Experiences and researches shows that student use so many tactics in an attempt to destroy evidences of examination malpractices such as running away from the examination Hall with the script, cheats notes or washing of the body parts that contained cheat data/information, threatening invigilators with death not to disclose the cheat materials, and many other ways. Candidates also successfully accomplished their aim with special support within the school by corrupt teachers, administrators, examination officers, messenger, and from outside the school by candidate friends, and parents or relatives. Common observations have also shown that there is mass cheating in public examinations in the State. Nothing concrete has been done to reduce the problem except the cancellation of results for a particular centre or the withholding of results in certain subjects. The problem of the study is it the urban or rural areas student's examination malpractices were in a greater dimension in rural schools than in urban schools in the State? The provision of the answer to this question is therefore the major concern of this research. There is therefore the need to investigate teachers and

students' perception on causes of examination malpractices among secondary school students in Nasarawa state.

Research Questions

The following research questions were raised to guide the study:

1. What is the perception of male and female teachers on causes of examination malpractices among secondary school students in Nasarawa state?
2. What is the perception of male and female students on causes of examination malpractices among secondary school students in Nasarawa state?
3. What is the perception of teachers on causes of examination malpractices in urban and rural secondary schools in Nasarawa state?
4. What is the perception of students on causes of examination malpractices in urban and rural secondary schools in Nasarawa state?

Statement of the Hypotheses

The followings hypotheses formulated were tested at 0.05 level of significance:

- 1: There is no significant difference in the perception of male and female teachers on causes of examination malpractices among secondary school students in Nasarawa state.
- 2: There is no significant difference in the perception of male and female students on causes of examination malpractices among secondary school students in Nasarawa state.
3. There is no significant difference in teachers' perception on causes of examination malpractices in urban and rural secondary schools in the State?
4. There is no significant difference in students' perception on causes of examination malpractices in urban and rural secondary schools in the Nasarawa state.

Methodology

The study adopted descriptive survey as a research design. The population of the study consisted of 27 201 (13 896 males and 13 305 females) students and 1 750 (938 males and 812 females) teachers from a total of 85 (47 urban and 38 rural) secondary schools spread across 5 Zonal Education Inspectorate Areas in Nasarawa State. The sample for the study comprised 400 (80 teachers and 320

students) respondents from 20 (10 urban and rural) senior secondary schools across existing 5 Zonal Education Inspectorate Areas (Akwanga, Keffi, Obi, Lafia and Nasarawa) in Nasarawa State. Out of the 20 secondary schools, 10 were urban and rural schools respectively. The sample is made up of 180 male and 140 female students; 45 male and 35 female teachers using stratified random sampling technique. The instrument used for data gathering was “Perception of Teachers and Students’ Causes of Examination Malpractices Questionnaire” (PTSCMQ). PTSCMQ contained 21 items and was designed for teachers and students in order to meet the objectives of the study. The validity index of 0.77 was obtained for the instrument and reliability of 0.82 using Cronbach coefficient Alpha method of estimating reliability to compute coefficient of internal consistency. Descriptive statistics of frequencies and percentages were used to answers research questions. While chi-square statistics was used for testing the hypotheses at 0.05 level of significance.

Results

Data collected were analyzed and results presented on the tables.

Research Question i: What is the perception of male and female teachers on causes of examination malpractices among secondary school students in Nasarawa state?

Table 1: Frequencies and percentages of male and female teachers’ perception on causes of examination malpractices among secondary school students

Statements		Agree		Disagree	
1	Lack of seriousness	43	54%	37	46%
2	Craze for certificate	70	87%	10	23%
3	Poor study habit	60	75%	20	25%
4	Peer group pressure and influence (band wagon effect)	37	46%	43	54%
5	Ill health which makes students unable to prepare for examination	37	46%	43	54%
6	Financial hardship (writing examinations for others to source pocket money)	55	69%	35	31%
7	Sorting syndrome	60	75%	20	25%

Table 1 shows frequency and percentage of male and female teachers' perception on causes of examination malpractices among secondary school students in Nasarawa State. Item 1, out of 80 teachers 43 represents 54% agreed that lack of seriousness while 37 represent 46% disagreed on the statement. Item 2, out of 80 teachers 70 represents 87% agreed that craze for certificate while 10 represents 23% disagreed. Item 3, out of 80 teachers 60 represents 75% agreed that poor study habit while 20 represents 25% disagreed. Item 4 out of 80 teachers 37 represents 46% agreed that peer group pressure and influence (band wagon effect) while 43 represents 54% disagreed. Item 5 out of 80 teachers 37 represents 46% agreed that Ill health which makes students unable to prepare for examination while 43 represents 54% disagreed. Item 6 out of 80 teachers, 55 represents 69% agreed that financial hardship (writing examinations for others to source pocket money) while 35 represents 31% disagreed and item 7 out of 80 teachers 60 represent 75% agreed that sorting syndrome while 20 represents 25% disagreed.

Research Question ii: What is the perception of male and female students on causes of examination malpractices among secondary school students in Nasarawa state?

Table 2: Frequencies and percentages of male and female students' perception on causes of examination malpractices among secondary school students

Statements		Agree		Disagree	
8	Teachers repeating their questions year after year.	180	64%	100	36%
9	Teachers' inability to cover course content (course work) before examination.	170	61%	110	39%
10	Inability to take action when students cheat in examination	190	68%	90	32%
11	Improper storage of examination papers leading to leakage.	170	61%	110	39%
12	Improper keeping of blank examination booklets.	180	64%	100	36%
13	Moral laxity and decadence of some teachers.	195	70%	75	30%
14	Teachers encouraging sorting from students.	200	71%	80	29%

Table 2 shows frequency and percentage of male and female students' perception on courses of examination misconduct among secondary school students in Nasarawa State. Item 8, out of 280 students 180 represents 64% agreed that teachers repeating their questions year after year while 100 represent 36% disagreed on the statement. Item 9, out of 280 students 170 represents 61% agreed that teachers' inability to cover course content (course work) before examination while 110 represents 39% disagreed. Item 10, out of 280 teachers 190 represents 68% agreed that inability to take action when students cheat in examination while 90 represents 32% disagreed. Item 11 out of 280 students 170 represents 61% agreed that inadequate preparation for examination while 110 represents 39% disagreed. Item 12 out of 280 students, 180 represents 64% agreed that improper keeping of blank examination booklets while 100 represents 36% disagreed. Item 13 out of 280 students, 195 represents 70% agreed that moral laxity and decadence of some teachers while 75 represents 36% disagreed and item 14 out of 280 students 200 represent 71% agreed that teachers encouraging sorting from students while 80 represents 29% disagreed.

Research Question iii: What is the perception of teachers on causes of examination malpractices in urban and rural secondary schools in Nasarawa state?

Table 3: Frequencies and percentages of teachers' perception on causes of examination malpractices among urban and rural secondary school students

Statements		Agree		Disagree	
15	Awarding unmerited scores for students who paid in cash or kind	43	54%	37	46%
16	Poor invigilation during examination.	70	87%	10	23%
17	Inadequate examination hall for conduct of examination	60	75%	20	25%
18	Un-conducive learning environment due to inadequate ventilation, noisy environment.	37	46%	43	54%

Table 3 shows frequency and percentage of teachers' perception on courses of examination misconduct among secondary school students in Nasarawa State. Item 15, out of 80 teachers 43 represents 54% agreed that awarding unmerited

scores for students who paid in cash or kind while 37 represent 46% disagreed on the statement. Item 16, out of 80 teachers 70 represents 87% agreed that poor invigilation during examination while 10 represents 23% disagreed. Item 17, out of 80 teachers' 60 represents 75% agreed that inadequate examination hall for conduct of examination while 20 represents 25% disagreed and item 18 out of 80 teachers 37 represents 46% agreed that un-conducive learning environment due to inadequate ventilation, noisy environment while 43 represents 54% disagreed.

Research Question vi: What is the perception of students on causes of examination malpractices in urban and rural secondary schools in Nasarawa state?

Table 4: Frequencies and percentages of urban and rural students' perception on causes of examination malpractices among secondary school students

Statements		Agree		Disagree	
19	Over-crowding and poor sitting arrangement of students during examination	180	64%	100	36%
20	Admission of unqualified candidates who cannot meet up with the academic demands in the school.	170	61%	110	39%
21	Overcrowded examination timetable thereby not giving students time to prepare for examination	190	68%	90	32%

Table 4 shows frequency and percentage of urban and rural students' perception on causes of examination malpractices among secondary school students in Nasarawa State. Item 19, out of 280 students 180 represents 64% agreed that over-crowding and poor sitting arrangement of students during examination while 100 represent 36% disagreed on the statement. Item 20, out of 280 students 170 represents 61% agreed that admission of unqualified candidates who cannot meet up with the academic demands in the school while 110 represents 39% disagreed and item 21, out of 280 teachers 190 represents 68% agreed that overcrowded examination timetable thereby not giving students time to prepare for examination while 90 represents 32% disagreed.

Hypothesis i: There is no significant difference in the perception of male and female teachers on causes of examination malpractices among secondary school students in Nasarawa state.

Table 5: Chi-square statistics on perception of male and female teachers on causes of examination malpractices among secondary school students

	Values (X2)	Df	Asymptotic Sig (2-tailed).
Chi-Square	32.400a	78	.061
Likelihood Ratio	36.080b	77	.020
Linear Association	11.00	1	.002
Valid Cases	80		

a.0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3

Table 5 depicted the value of chi-square (X^2) 32.400a, degree of freedom (df) 78 and p-value 0.061. Since the p-value 0.61 >0.05, the null hypothesis is retained; hence there is no significant difference in the perception of male and female teachers on causes of examination malpractices among secondary school students in Nasarawa state. This implies that, there were high levels of examination malpractices among secondary school students.

Hypothesis ii: There is no significant difference in the perception of male and female students on causes of examination malpractices among secondary school students in Nasarawa state.

Table 6: Chi-square statistics on perception of male and female students on causes of examination malpractices among secondary school students

	Values (X2)	df	Asymptotic Sig (2-tailed).
Chi-Square	42.400a	278	.051
Likelihood Ratio	36.080b	277	.020
Linear Association	11.00	1	.002
Valid Cases	280		

a.0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3

Table 6 depicted the value of chi-square (X^2) 42.400a, degree of freedom (df) 278 and p-value 0.051. Since the p-value 0.51 >0.05, the null hypothesis is retained; hence there is no significant difference in the perception of male and female students on causes of examination malpractices among secondary school students in Nasarawa state. This implies that, there was high level of examination malpractices among secondary school male and female students in Nasarawa state.

Hypothesis iii: There is no significant difference in teachers' perception on causes of examination malpractices in urban and rural secondary schools in the State.

Table 7: Chi-Square statistics on perception of urban and rural teachers on causes of examination malpractices among secondary school students

	Values (X2)	Df	Asymptotic Sig (2-tailed).
Chi-Square	32.400a	78	.060
Likelihood Ratio	36.080b	77	.020
Linear Association	11.00	1	.002
Valid Cases	80		

a.0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3

Table 7 depicted the value of chi-square (X^2) 32.400a, degree of freedom (df) 78 and p-value 0.060. Since the p-value 0.60 >0.05, the null hypothesis is retained; hence there is no significant difference in teachers' perception on causes of examination malpractices in urban and rural secondary schools. This implies that, there were high levels of examination malpractices among urban and rural secondary schools.

Hypothesis vi: There is no significant difference in students' perception on causes of examination malpractices in urban and rural secondary schools in the Nasarawa state.

Table 8: Chi-square statistics on perception of urban and rural students on causes of examination malpractices among secondary school students

	Values (X ²)	Df	Asymptotic Sig (2-tailed).
Chi-Square	42.400a	278	.055
Likelihood Ratio	36.080b	277	.020
Linear Association	11.00	1	.002
Valid Cases	280		

a.0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3

Table 8 depicted the value of Chi-square (X^2) 42.400a, degree of freedom (df) 278 and p-value 0.055. Since the p-value $0.055 > 0.05$, the null hypothesis is retained; hence there is no significant difference in the perception of rural and urban students on causes of examination malpractices among secondary school students in Nasarawa state. This implies that, there was high level of examination malpractices among secondary school urban and rural students in Nasarawa state.

Discussion of Findings

Findings of this study revealed that there is no significant difference in the perception of male and female teachers on causes of examination malpractices among secondary school students in Nasarawa state. This concurs with earlier findings in other disciplines such as Adeyemi (2010), Bernedette and Obinna (2012), Animasahun and Ogunniran (2014), Akanni and Odofin (2015) who reported that one major cause of examination malpractices in the schools was indiscipline among students that made many of them to be involved in examination malpractices. Similarly, the study indicated that there was a positive and significant relationship between some independent variables (students, parental, societal and government factors) on examination malpractice. However, teachers' factor was not significant. The finding also indicated that perception of examination malpractice does not differ by gender. The plausible reason for the insignificant difference between male and female may be due to the psychological and moral state of the individual. This result however contradicts the findings of Adeyemi (2010) who reported that there was a significant difference in the perception of teachers of examination malpractices.

Findings of this study revealed that there is no significant difference in the perception of male and female students on causes of examination malpractices among secondary school students. This concurs with earlier findings in other disciplines such as Okeke (2015), Idahosa (2012), Joshua, Obo, Aniefiok and Ekpoh (2010) and Ogunkoya (2010) who perceived solutions by females were restoring discipline in every facet of our national life, strict and thorough invigilation, employing functional counselor for each school, expulsion of culprit from schools, enforcing penalty for cheating. This result however contradicts the findings of Bernedette and Obinna (2012) who reported that there was a significant relationship between pupil's perception of examination malpractice and academic performance in primary science. Also, the finding indicated that perception of examination malpractice does not differ by gender. The plausible reason for the insignificant difference between male and female may be due to the psychological and moral state of the individual.

Findings of this study revealed that there is no significant difference in teachers' perception on causes of examination malpractices in urban and rural secondary schools. This concurs with earlier findings in other disciplines such as Bernedette and Obinna (2012) who reported that perception of examination malpractice does not differ by location. The plausible reason for the insignificant difference between urban and rural may be due to the environmental and moral state of the individual. This result however contradicts the findings of Adeyemi (2010) who reported that there was a significant difference in the perception of teachers of examination malpractices in urban and rural secondary schools in the State. Rural schools had a higher mean value than urban schools. This indicates that examination malpractices were in a greater dimension in rural schools than in urban schools.

Conclusion

In view of the findings of this study, the study concludes that the general indiscipline among students, lack of effective supervision of students during examinations, insufficient preparation for the examinations among many students are critical variables in students' involvement in examination malpractices in the schools. This was evident in the findings that perception of examination malpractice does not differ by gender but differ according to

location. The findings have led the researcher to conclude that rural schools are more vulnerable to examination malpractices than urban schools. The findings have also led the researcher to conclude that effective supervision of students during examinations is lacking in many secondary schools while the measures currently taken to discourage, prevent or otherwise address examination malpractices among the students are insufficient as additional measures need to be taken.

Recommendations

Based on the findings of this study, the following are recommended:

1. There should be the full implementation of the examination malpractices decree which provides for imprisonment of culprits to 21 years jail term. Hence, the arrest and prosecution of students caught in examination malpractices should always be done to serve as a lesson to others.
2. Efforts should be made by stakeholders in enhancing discipline among students through the counselling services in schools in other to prevent them from acts of indiscipline during examinations.
3. There should be increased efforts by principals of schools and examination boards in enhancing the effective supervision of students during examinations.
4. The termination of appointment of officials of examination boards and teachers involved in perpetrating examination malpractices should be in force to serve as a deterrent to others.

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