

Survey of the Causes and Consequences of Examination Malpractices in Selected Secondary Schools in Akure South Local Government Area of Ondo State, Nigeria

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ABSTRACT

This study examined the causes and consequences of examination malpractices in Akure South Local Government Area of Ondo State. Three research questions guided the study. A descriptive research design of the survey type was used. The population of the study comprises of all secondary schools in Akure South Local Government of Ondo State.

Samples were drawn from selected schools and questionnaire was used to elicit responses from the respondents. Based on the research findings some recommendations were made as follows:

Government should adopt strategies towards the eradication of examination malpractices; teachers must be adequately motivated to ensure maximum productivity; leaders in the society should lead by examples; severe penalty should be meted out to culprits of examination malpractices; and Continuous Assessment method should be adopted.

KEYWORDS: Survey, causes, examination malpractice, secondary schools

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INTRODUCTION

During the period of the colonialism, when Nigerians were subjected to the rule of the colonial masters. Examination was of high moral and integrity. It was used as a tool to evaluate the academic achievements of the students and it could be further used as a tool of placement which took the form of interview during the course of seeking for a post.

Examination is of paramount importance to students. This is also because examination is the only way through which certificates are obtained. Examination is also conducted to determine the level of understanding of students. Furthermore, examination could be used as instrument for selection during admission exercise, and as an evaluating instrument of for curriculum and instructional procedure.

Aderigbigbe (2017) said that since examinations are often strict and rigid, students believe that they need effort to secure good grade for this reason, students make mistake of altering examination result thus, according to Badejo (2018) to see examination as not being a test of pure knowledge. Advance learner's dictionary defined examination as testing of knowledge or ability or an enquiry into student performance or progressing

Falade (2018) Generally, school administrators, examiners, invigilators and supervisors use examination as means and

devices for sorting out students in term of academic ability or educational achievement. But the unfortunate thing in the country today is the issue of examination malpractices at all level of educational institutions ranging from the primary to tertiary institutions.

Eniola (2016) said that in the post primary schools, students use various means and methods to pass their examination by fair and foul means and methods. Thus, cheating in the examination has gone beyond mere procures, sells, buying or otherwise deals with any question papers intended for the examination. According to Eyiomo (2016) In the Nigeria law, any offences related to examination malpractices shall be sentence to Twenty – one years imprisonment on conviction.

It was however unfortunate that the decree failed to curb these bad practices, no culprit was ever tried to serve as deterrent to others, other measure by the WAEC officials, supervisors and schools to curb the ugly incident have equally taken the toll of failure. Indeed students and ever their parents are becoming more and more desperate in this evil.

Research Questions

For the purpose of this research work, the research aims at finding answers to the following research questions.

1. What forms do examination malpractices assume in your school?
2. What are the causes of examination malpractices in your school?
3. In what ways could teachers, school administrators and school counselors help in controlling the menace of examination malpractices?

designed by the researcher were raised from the research questions.

Data Analysis

The returned questionnaire of twenty (20) principals and one hundred and eighty (180) teachers who made the correct responses were eventually used for the data analysis.

In analyzing the data average weighted Responses (AWR) was used for every item. All the analyses were done by the researchers.

Methodology

Research Instrument

The only instrument used in this research for data collection is the questionnaire. The question items which were

RESULTS AND DISCUSSIONS

Research Question one:

What forms do examination malpractices assume in your school?

Table 1: Teacher response on the forms of examination malpractices

Items	Forms of Examination Malpractice	4	3	0	2	1	T	Weighted Sum	Weighted Mean
		SA	A	UD	D	SD			
1	Giraffing	68	46	42	16	28	200	470	2.35
2	Use of prepared material	63	42	30	34	31	200	877	4.39
3	Impersonation	80	40	20	30	30	200	530	2.65
4	Exchange of answer scripts	70	45	35	20	30	200	485	2.45
5	Brining in other examination materials other than those authorized	78	42	44	16	20	200	490	2.45

Interpretation of AWR

AWR between 1 and 3 (inclusive) means not Significant

AWR between 3.1 or 5 inclusive means significant.

Table 1: Since AWR falls into the first interval, then research question is rejected.

AWR of 2.9 does not make significant leakage in examination malpractices in senior secondary students

Research Question Two

What are the causes of examination malpractices in your school?

Table II: Teachers response on the causes of examination malpractices in their schools.

Items	Causes Examination Malpractice	4	3	0	2	1	Total	Weighted Sum	Weighted Means
		SA	A	UD	D	SD			
1	Lack of firmness fairness and integrity on the part of the school administrator	80	40	37	20	23	200	503	2.52
2	Lack of appropriate facilities in the school	78	56	18	20	28	200	548	2.74
3	When teachers failed to teach very well	84	66	10	22	18	200	596	2.98
4	When students need to pass particular paper by all means	72	68	15	25	20	200	562	2.81
5	Whenever students have to impress the significant of others	70	55	25	18	32	200	513	2.57
6	When students who are caught cheating punished	64	46	24	30	36	200	490	2.45
7	The attitude of some parent encourage examination fraud	63	42	22	38	37	200	497	2.49

Table two: it show that AWR falls into the first interval, then, research question two is rejected. AWR of does not make significant impact of parental factors on examination malpractices in secondary school students .

Research Question Three

In what wage could teachers, school administrators and school counsellors help in curbing or controlling the menace of examination malpractice?

Table III: Teachers responses on the ways examination malpractices could be curbed.

Items	Methods of curbing examination malpractices	4	3	0	2	1	Total	Weighted Sum	Weighted Means
		SA	A	UD	D	SD			
1	Principle should be given free hands to discipline the offenders	65	60	26	20	29	200	509	2.55
2	The school authorities should be empowered to withhold certificate of students who are fond waiting in characters	66	49	45	15	25	200	466	2.33
3	All current laws against examination malpractices should be rigidly enforced	80	40	35	10	35	200	495	2.48
4	Efforts should be made to professionalize teaching and this should be intensified	70	40	40	20	30	200	470	2.35
5	The school regulations should be made available to students and not merely recited to them	95	80	15	12	18	200	602	3.07
6	Parents should provided the needs of their children and wards but not displaying of wealth	88	46	22	18	26	200	534	2.67
7	Influential parents and government functionaries who often prevent bad behaviour from being publicly denounced should be censored	90	50	26	16	24	200	566	2.85
8	Through effective moral education programme	83	77	12	13	15	200	604	3.02
9	Invigilators should be given adequate training for their jobs	69	56	25	20	30	200	515	2.57

Table III indicates that AWR falls into the first interval. Therefore, research questions three is rejected. AWR of 2.6 does not make significant measures in controlling examination malpractices by the teachers' school administrators, and the school counselors.

Conclusion

From the foregoing, it can be concluded that a survey of the causes of examination malpractices in selected secondary schools in Akure South Local Government Area of Ondo State could be reduced to the barest minimum if the government could militate against such vices in no small measures. Parent should not encourage their ward through influencing examinations. And the members of the society should also have positive value towards education.

Recommendations

From the finding of the study, the following recommendations were made:

It is highly necessary for the government to set up strategies towards elimination of examination malpractices in the schools through imposition of heavy punishment on the erring students no matter the status of their parents in the society and the school too should not go unpunished.

The teachers must be adequately motivated to ensure their maximum productivity in the teaching profession which will be reflected in enhancing students studying and performances.

Giving moral advice may not solve the problem; our leaders and the adults in our society should lead the crusade by showing good examples. The youth can then borrow a leaf from them.

Furthermore, the present continuous assessment method in our school is a welcome and laudable idea, but some of the pit falls so far identified in the implementation of the system should be seen as a way of improving the system and it should be constantly investigated.

Banishment from taking the examination for about three years or imprisonment for just one year should be actually implemented. This would instill more fear in the people and discourage them from engaging in examination malpractices.

In conclusion by adopting the recommendations contained in this study, it is my belief that the successful foundation of a just, free and egalitarian society might be laid.

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