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Achieving Standard in Secondary Education through the Eradication of Examination Malpractices: The Nigerian Experience (Pp. 357-377)

Ifeakor, Amaechi C. - Department of Educational Psychology, Nwafor Orizu College of Education, Nsugbe, Anambra State

E-mail: aceeifeakor@yahoo.com

GSM: +2348033382457

Anekwe, Josephine U. - Department of Curriculum Studies/Educational Technology, University of Port-Harcourt, Port-Harcourt, Rivers State

E-mail: joeanekwe2k3@yahoo.co.uk

GSM: +2348063466132

Abstract

Examination malpractice had been and is still a serious canker-worm to Nigerian education system. This hydra-headed monster has eaten deep into the bone marrows of Nigerians even from primary school levels to tertiary institutions. No wonder, the researchers sought to find out the opinions of principals, teachers and students in Nigeria about examination malpractices. They also attempted to ascertain strategies for the eradication of examination malpractices to achieve standard in secondary school system. The study was a descriptive survey carried out in three political zones of Nigeria. The sample size comprised 37 principals, 560 secondary school teachers and 2254 senior secondary school students. 5 research questions and 3 null hypotheses tested at $p < 0.05$ guided the study. The results of the finding were, among others, that with examination malpractices the nation cannot achieve standard in secondary education. Based on the findings,

recommendations were made, among which was that certificates should be de-emphasized while on the job practical examinations should be emphasized.

Introduction

Education is regarded globally as a veritable instrument for achieving national goals and it accounts for Nigeria's evolution of deliberate plans to achieve her own goals through the provision of quality education. No wonder that Johnson and Parker (1989) warned that if the economy is to grow rapidly and American companies are to assert their world leadership, the educational standards that have been established in the nation's schools must be raised drastically. Standard education connotes excellence in the services and products of educational programmes. Standard means that the educational programmes are conducted on worthy and uncompromised academic principles and practices that are geared towards equipping learners with knowledge and skills that can make them functional in the nation's socio-economic sectors. (Ifeakor & Anekwe, 2004) Standard in education also involves some attribute of measure, and value attachment. Standard, in the context of this paper is therefore the judgment of the outcome of secondary education in Nigeria as to the extent it goes to solve societal problems.

In the views of Akinola (1989), the term standard especially when used in relation to education, is relative. It is relative to the subject area, or the person making pronouncement about it. Its relativity lies in the fact that standard depends on the degree and/or levels of expectations, or a minimum and/or maximum level of performance set for a given human endeavour. Standards are in varying degrees - high, low or average. Whether high, low or average, there is need for some kind of consensus as to what will constitute acceptable standards in secondary education in Nigeria.

Udoh (1989:142) described standard as "the level or measure to which members of a group have to conform and by which the performance of each member of such group is to be judged" In his views, it is described also as the level or degree of excellence required for a given purpose. Standard in secondary education would entail the type of education that is functional and utilitarian. Education is supposed to serve the needs of man and takes cognizance of the survival of the individual in the society. Standard in secondary education implies the one that relies heavily on feedback mechanism. Thus, if examination is fraught with malpractice, this all important feedback mechanism becomes defeated and the educational system

becomes distorted. Therefore, any secondary school that engages in it loses the essence of producing students who will be productive in the society. Unfortunately, the issue of functionality of Nigerian education is questioned seriously because of examination malpractices which have plagued it.

Examination malpractice has been viewed and defined by various authors. For instance, Ongom in STAN (2001) considered any form of wrong-doing in examinations as examination malpractice. Salami (1994) defined it as an improper or dishonest act associated with examination with a view to obtaining an unmerited advantage. Further, UNESCO (2000) opined that it means the massive and unprecedented abuse of rules and regulation pertaining to internal and public examinations, beginning from the construction of such examinations, through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates. Again, Argungun (1997) maintained that any irregularity, which is premeditated and perpetrated, by candidates or their agents with the intention of gaining undue advantage over others in an examination is classified as examination malpractice. From these definitions, it is clear that the perpetrators plan and use various means to execute their plans aimed at subverting the examination process to their advantage.

Reports show that examination malpractices are neither new nor peculiar to Nigeria. Examination malpractice was recorded to have occurred in Nigeria in 1914 in which questions of the senior Cambridge Local Examination were **obtained** before the examination was taken (Maduemezie, 1998). Leake cited in STAN (2001) has also reported the result of a study conducted by an American researcher which revealed that students in UK and United States of America are the world's biggest cheats.

Although Nigerian students were regarded as novices in examination malpractice internationally, the prevalence of this dishonest behaviour in recent years in the country appears like a wild fire which seems to have enveloped the educational system.

Maduemezie (1998) noted that examination malpractice previously existed at low ebb with simplistic methods but it became more pervasive from 1970 with the involvement of persons other than the candidates. He further observed that out of the twenty-one categories of people identified as perpetrators of examination malpractice, students constituted only about three categories which is less than fourteen percent. It has been observed that in

recent time, examination malpractice has become an annual ritual both in internal and external examination.

The first major occurrence of examination malpractices in Nigeria in 1977 led to the setting up of a tribunal by the Federal Government to unravel the circumstances that caused the mass leakage of question papers and make appropriate recommendations to check future occurrence of such practices (Ivowi 1996). Despite many steps taken by the examining bodies and Federal Government to abate this ugly situation and even the promulgation of decree No. 20 of 1984 with its amendment in 1986 and the suggested improvements on the inadequacies of these decrees in 1994, the problem has remained intractable.

UNESCO (2000) reported that people implicated in the abuse of examination malpractice include, students, teachers, ministry of education officials, officials of public examination bodies as well as parents. Corroborating this statement, STAN (2001) stated that the key players in the game of examination malpractices range from students, parents and guardians; who hawk examination papers, students of tertiary institutions who serve as surrogate candidates; school teachers and principals; university lecturers; junior staff and non-academic staff of departments in university; examination invigilators and supervisors; touts and contractors; security agents; WAEC supervisors; printers; custodians to communities and traditional rulers. These categories of people have been mentioned in reports by Adebayo (1996), and Shonekan (1996).

Umo (1996) and Shonekan (1996) have identified the following in WAEC-conducting examinations as forms of examination malpractice:-

- Bringing in foreign materials e.g. pieces of paper, notes, textbooks, handkerchiefs, programmable calculators, shirts, waist slips, currency notes and photocopies of prepared answers, dangerous weapons such as guns, knives, daggers in the examination hall etc.
- Irregular activities inside or outside the examination hall e.g. use of mathematical set, log tables, rulers and calculators to exchange information; use of “touts’ or “contractors” to answer questions outside the examination hall, mystery voices etc.
- Collusion among candidates e.g. exchange of answer scripts, dictating answers to candidates and supervisors pretending to be

sleeping; some principals distract supervisors and inspectors to facilitate cover up of examination malpractice.

- Impersonation e.g. a brilliant students writing papers for another students and brothers, sisters, teachers, husbands, boyfriends, writing papers for candidates.
- Leakage of foreknowledge – results from improper handling of examination questions during the printing and production process; instruction to supervisors etc.
- Mass Cheating – results from poor invigilation and supervision facilitated by presenting gifts to the supervisors and
- Forging of continuous assessment scores for external candidates.

Research literature as outlined by Maduabum and cited in Nwokolo and Nwokolo (2004) revealed that causes of examination malpractice in Nigeria can be grouped into five categories namely:-

1. Society – Related Factors:

These include undue emphasis on certificates, poor staffing of schools, laxity in prosecuting offenders, and inadequate funding. It is disturbing to note that ours is a country with no education system but certificate system where every learner is concerned not with mastery but wants to be certified at all costs as having mastered (Onwuka, 1995). Poor staffing is yet another problem which results in a situation where many teachers are asked to teach subjects they are not qualified to teach. With this, students may not be blamed especially in circumstances where no meaningful learning has taken place. Inadequate funding is yet another problem that leads to lack of conducive learning environment.

2. Institutional Factors

This relates to poor conditions of learning in Nigerian schools and lack of conducive examination environment in terms of physical facilities (examination halls, classrooms and libraries). Ekezie (1997) asserted that it is well documented that our institutions of learning both secondary and tertiary are heavily deprived of facilities. With the crowded examination halls, close supervision of students becomes virtually impossible; a situation that is worsened by few invigilators being assigned to invigilate a relatively large number of students (Ifeakor, Osegbó & Enemuó, 2008).

3. Teacher-Related Factor

Lack of commitment on the part of many teachers has also been established as a factor contributing to examination malpractice in Nigeria (Ekezie, 1997). It must be pointed out that moral laxity of some teachers also contribute to examination malpractice. This attitude could make teachers not to cover the content of the syllabus sufficiently, a situation which could make students to become desperate and anxious, a potent factor in examination malpractice particularly with weak students.

4. Learner-Related Factors

Inadequate preparation of the students coupled with the attendant companion of fear of failure, have also been implicated as factors contributing to examination malpractice (Onyechere, 1996; Oderinde, 2000). With inadequate preparation, one breeds loss of confidence, anxiety and feeling of insecurity in the student. For such a student, cheating becomes the only feasible alternative to beat the examination.

5. Group – Related Factors

Examination malpractice in Nigeria has assumed disturbing dimension with groups such as parents, guardians, supervisor, invigilators and law enforcement agents among others having been identified as culprits (Onyechere, 1996; and Oderinde, 2000). Poverty has been identified to make many people including the group mentioned above to commit evils and atrocities including malpractices in examinations. Since most people live below the subsistence level, to get quick money, they would not hesitate to aid and abate examination malpractice.

Examination malpractice no matter who is involved and at what level it occurs has serious adverse effects on both the individual and the society. These have been reported by Adebayo (1996). They include arrest of candidates. Adebayo (1996) reported the arrest of 13 candidates in three centers in Maiduguri, Borno state during November/December 1995 SSCE examination. In Calabar, Cross-River State as reported by Leake in STAN (2001), about 30 surrogate candidates were arrested while 21 others got arrested in Enugu State. In Osogbo, Osun State, nine suspected students were arrested for allegedly hawking prepared answer manuscripts in English Language paper. Ten candidates were arrested in Katsina and 65 in Minna in the May/June 1995 SSCE.

Another effect of examination malpractice is withholding of results. Adebayo (1996) reported the withholding of the results of 12,000 candidates in November/December 1993 SSCE in Rivers State. There had also been cases of cancellation of results of candidates following examination malpractices (Adebayo, 1996). In 1993, 40 undergraduates of the University of Lagos were expelled over forgery and in 1991, a final year student of a Federal College of Education in Yola was jailed for five years for examination fraud (Adebayo, 1996). Ongom in STAN (2001) reported that in 1992/93 and 1993/94, fifty undergraduates of Federal University of Technology, Akure (FUTA) and Ondo State University, Ado-Ekiti (now University of Ado-Ekiti) were disciplined for examination fraud. Also, one junior administrative staff of FUTA was sacked for complicity in examination malpractices. Arrests of school principals, teachers and WAEC supervisors involved in examination malpractices have been reported. Also schools have been blacklisted as examination centers on account of examination fraud (Adebayo, 1996). The calamity of examination malpractices is not just the havoc it is wrecking on our educational system but the gradual indoctrination of our youths into a culture of fraud (Ifeakor and Anekwe, 2004).

In addition to the above, Ongom in STAN (2001) has identified the following as effects of examination malpractices:

1. Loss of self- confidence on the part of students
2. Loss of honesty and integrity by students
3. Loss of trust in the examination system
4. Obtaining underserved qualification
5. Increase in the cost of conducting examinations.

Despite the above measures, the ugly monster is still on the increase. Attempts at nationally investigating this hydra-headed malaise in the country are either negligible or non-existent. There is also dearth of empirical studies on the views of secondary school principals, teachers and students on the actual causes of examination malpractices and the strategies to eradicate them. These have justified the need for this study which investigates among others the causes and the ways of eradicating examination malpractices in Nigerian secondary schools. The problem of this study posed as question is:

What are the real causes of examination malpractices in Nigerian Secondary schools and what are the best practices for eradicating them?

Purpose of the Study

The study sought to find out the various forms, causes and effects of examination malpractices in Nigerian secondary education system. Specifically, this study sought to:

1. determine the various forms of examination malpractices.
2. ascertain the causes of examination malpractices.
3. ascertain the effects of examination malpractice on the society.
4. determine the strategies for the eradication of examination malpractices in order to achieve standard in Nigerian secondary education.

Research Questions

The following research questions guided the study.

1. What are the mean ratings of principals, teachers and students on the various forms of examination malpractices?
2. What are the mean ratings of the respondents on the causes of examination malpractices?
3. What are the mean ratings of the respondents on the effects of examination malpractices on the society?
4. What are the mean ratings of the respondents on the strategies for the eradication of examination malpractices so as to achieve standard in our secondary schools?

Null Hypotheses, H₀

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no statistically significant difference in the mean ratings of principals, teachers and students on the various forms of examination malpractices.
2. The mean ratings of the respondents on the causes of examination malpractices will statistically not differ significantly.
3. The mean ratings of the principals, teachers and students on the effects of examination malpractices on the society will statistically not differ significantly.

4. There is no statistically significant difference in the mean ratings of principals, teachers and students on the strategies for the eradication of examination malpractices.

Research Method

The study was a descriptive survey. This design was adopted because it seeks to document and describe what exists or the present status of existence or absence of what is being investigated.

This study was done in three political zones out of six political zones in Nigeria. The six political zones are South-East, South-South, South-West, North-East, North-West and North-Central. Three political zones selected for the study are South-East, South-South and North Central.

One state from each of the three political zones were chosen, Anambra State from South-East, Rivers State from South-South and Kaduna State from North Central. The target population were all the principals, teachers and senior secondary students in these three states. In Anambra State there are 250 principals, 3890 secondary school teachers and 46, 599 senior secondary students. In Rivers State, there are 247 principals 3,340 secondary school teachers and 142,540 senior secondary students. In Kaduna State there are 234 principals, 3,955 secondary school teachers and 40, 347 senior secondary students.

Five percent of principals and teachers and one percent of students formed the sample of this study. In Anambra State, 13 principals, 195 secondary school teachers and 466 senior secondary students formed the sample. In Rivers State, 12 principals, 167 secondary school teachers and 1,425 senior secondary students formed the sample. In Kaduna State, 12 principals, 198 secondary school teachers and 403 senior secondary students formed the sample. This gave a total in 37 principals, 560 secondary school teachers and 2294 senior secondary students.

Simple random sampling technique was used to select the principals. Simple random sampling was also used to select the teachers and students.

The instrument for data collection was a 27-item questionnaire called "Impact of Examination malpractices in Nigeria" developed by the researchers. The instrument was structured to elicit information on the degree of agreement and disagreement with the items based on a 4-point scale of Strongly agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree = 1

The instrument was face-validated by two experts of Measurement and Evaluation and two experts of Educational technology. They were given the instrument, purpose of the study and research questions. Having given them the above documents, they were asked to validate the instrument based on ambiguity of words, comprehensiveness, adequacy and relevance to the achievement of the study objectives. Inputs from the experts led to some modifications.

The instrument was trial tested on four principals, fifty secondary school teachers and 150 senior secondary students from Ekiti State in South-West political zone. Data collected were used to compute a reliability coefficient of internal consistency of 0.89 using Cronbach Alpha formula

The two researchers employed the services of six research assistants who helped in the distribution of the instrument. 37 questionnaires were administered to the principals; 560 questionnaires to secondary school teacher and 2294 questionnaires senior secondary students. The principal and teachers filed and returned their questionnaires but only 2254 secondary school students returned theirs. 40 questionnaires were not returned by the students.

The research questions were answered using means and decision on level of agreement. A mean rating of 2.50 and above was accepted as indication of agreement while 2.49 and below indicated disagreement. The null hypotheses were tested at $p < 0.05$ using analysis of variance (ANOVA) statistics.

Result

Table 1 showed that principals, teachers and students of secondary schools in Nigeria responded positively to the various forms of examination malpractices as shown in the mean responses of principals (3.10), teachers (3.64) and students (2.58). This indicated that the above listed items are various forms of examination malpractices in Nigeria.

Table 2 revealed that the respondents agreed that all the listed items are causes of examination malpractices. The mean responses of principals (3.28), teachers (3.18) and students (2.91) were up to 2.50 and above.

Table 3 showed the effects of examination malpractices on the society. The mean ratings of the principals (3.28), teachers (3.60) and students (3.19) were up to 2.50 and above. This indicated that the respondents agreed that all the above items are effects of examination malpractices on this country, Nigeria.

From Table 4, all the mean responses were above 2.50. This showed that all the items, as agreed by the respondents, are strategies for eradication of examination malpractices.

In order to make decision on whether the eradication of examination malpractices in Nigerian secondary schools would contribute in achieving standard, the null hypotheses were tested at 0.05 level of significance using analysis of variance (ANOVA).

Table 5 revealed that F-calculated was 2.124 against F-critical of 3.00 at 0.05 level of significance since the F calculated (2.124) is less than F critical (3.00), we fail to reject the null hypothesis of no statistically significant difference. There is no significant difference between the mean ratings of principal, teachers and students on the various forms of examination malpractice.

The result from table 6 indicated that F-calculated was 1.9730 while F-critical was 3.00 at 0.05 level of significance. F-calculated is less than F-critical therefore the null hypothesis of no significant difference was not rejected.

In table 7, the F-calculated of 1.3909 was less than the F-critical value of 3.00 at $p < 0.05$ making the null hypothesis to be accepted. Therefore, there is no significant difference between the mean ratings of principals, teachers and students on the effect of examination malpractices on the society.

From table 8, the F-calculated of 2.281 was less than the F-critical value of 3.00 at $P < 0.05$. Since F-calculated is less than F-critical, we fail to reject the null hypothesis. Hence there is no significant different between the responses of principals, teachers and students on the strategies for eradication of examination malpractices.

Discussion

The findings in table 1 revealed that the respondents (principals, teachers and students) agreed that all the listed items were forms of examination malpractice in Nigeria. The ANOVA summary of the respondents indicated no significant difference in their mean ratings on the various forms of examination malpractices. This is a clear indication that examination malpractice is a hydra-headed problem, which deliberate, and concerted efforts must be made to solve. This result is in line with the findings of Adesigbin (1997) who noted that examination malpractices would lead to the production of low quality graduates who flood the labour market. He further

stated that the purpose of graduating students from secondary school is not to possess paper qualification alone but also to be able to perform definite set tasks. Therefore, a nation with the problem of examination fraud cannot move forward when one thinks about national development and its sustenance.

The data in table 2 were clear indication that examination malpractice is both educational and social problem. The ANOVA ratings of the respondents revealed no significant difference in the mean responses of the three independent groups. In orders to uproot the evil of examination malpractice, there is need to re-examine the foundation of the society. A society where honesty is no longer the best policy, such malady as examination malpractice is bound to have a footing. The study carried out by STAN (2001) revealed that many parents did not have time for their children in the home. The children are left in the care of surrogates and nannies. As a result of paying inadequate attention to their children's studies, the children lose confidence in themselves to pass examination. The parents, because of societal pressure, go out of their ways to ensure that their children "make their papers at all costs". They do not mind spending huge sum of money to procure live papers for the children before the examination are held. This is DISHONESTY and not laying a sound foundation for the children who shall be leaders of tomorrow.

The data in table 3 disclosed that examination malpractice was viewed seriously due to its adverse effect on the society. The ANOVA summary of the respondents showed no significant difference in their mean ratings. This is a clear indication that examination malpractice eludes the Nigeria society from achieving the needed standard in educational sector. Looking at the dimensions this "demon with thousand faces" as Afigbo in Ogbaji and Aliawuya (2004) described, has assumed in our educational sector, one would justifiably be worried about the future of the nation where over 80% of the people merely pass through education to obtain just certificates. Corroborating this statement Asuru (2002) observed that examination malpractice elevates mediocrity to an act, and sacrificing excellence on the alter of mediocrity. Secondary school graduates from such system have been made to acquire dishonest attributes which does not make for meaningful achievement of standard (Adesgbin, 1997). Examination malpractices have serious effect on individual students as most of them come out of school being half baked, not having the necessary skills, attitudes and knowledge required for the challenges of higher education and labour market. This fact

was observed by Asuru (2002) who lamented that the most devastating effects of examinations are that students are no longer interested in working hard. They become lazy and this is gradually eroding the culture of learning in our educational institutions. There is no more motivation to learn, since certificates can easily be got through fraudulent means.

In table 4, the finding revealed that the respondents unanimously agreed that all the listed strategies would be adopted for eradicating examination malpractices in Nigeria society for standard in qualitative education. The ANOVA summary of the principals, teachers and students on table 8 revealed no significant difference in their mean rating. This showed that all stakeholders of education want qualitative education and are out to eradicate examination malpractices to maintain standard in education. Standard in education implies functionality which is supposed to serve the needs of man and takes cognizance of the survival of the individuals in the global society. When standard in secondary education is compromised with examination malpractices, then the essence of producing quality graduates should be forgotten.

Conclusion

Examination malpractice, though a global predicament poses a serious threat to standards and national development. In this paper, an attempt has been made to provide a conceptual framework of the term “examination malpractice. The study has revealed in no small measures the causes and forms of examination malpractices. Effects on educational systems, students and the society were also unveiled with the threat on international recognition of Nigerian certificates. A nation where students are allowed to continue with all forms of examination malpractices identified in this write-up will definitely produce quack professionals. For scientific and technological advancement, the educational system must be sound and reliable. This can be achieved by eradicating all forms of examination malpractices because they pose a serious impediment for achieving quality education.

Recommendations

Considering the relevance of standards in secondary education it is hereby recommended that:

- Undue emphasis on certificates, written examination should be supplemented with oral/practical examinations and job recruitment exercises. Furthermore, employers of labour should de-emphasize

the possession of certificates and should dwell on actual performance on the job.

- Promotion of reading habits should be encouraged by adequate equipment of our school libraries.
- Rules and regulations guiding examination malpractice should be strictly enforced to serve as a deterrent to intending examination cheats. These include expulsion, repeat of classes and imprisonment.
- Adequate funds should be made available for provision of conducive learning environment in terms of facilities (classrooms, workshops, libraries, books, chairs, desks etc) and human resources (that is, professionally qualified teachers).
- Lecturers should be highly motivated to avoid their getting involved in what they are supposed to be fighting against.
- Examination should be taken in spacious halls or classrooms with enough invigilators assigned to each hall.
- Parents should try to inculcate in their children the values of honesty, integrity and hard work. This will make them shun examination malpractice and other vices.
- Examination bodies should tighten up the security of live question papers. Any official found guilty of examination malpractice should be summarily disciplined.
- Above all, there is need to enhance the conditions of service of teachers so that they will be discharging their duties effectively.

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Table 1: Means responses of principals, teachers and students on the forms of Examination Malpractices

| S/N | Items | Principals | Teachers | Students | Decision |
|-----|--|------------|----------|----------|----------|
| 1. | Any part of the examination is disclosed prior to taking the examination | 2.8 | 3.4 | 2.5 | Agree |
| 2. | Colluding with staff to obtain set questions or answers beforehand. | 3.0 | 3.7 | 2.6 | Agree |
| 3. | Receiving information, whether written or oral from any person outside the examination hall. | 3.4 | 3.6 | 2.6 | Agree |
| 4. | Collaboration with invigilators/lectures to provide written/oral answers to a student in the examination hall. | 3.2 | 3.7 | 2.5 | Agree |
| 5. | Physical threatening of examination officials including supervisors and markers of papers. | 3.2 | 3.7 | 2.6 | Agree |
| 6. | Deliberate placing of candidates in special centres. | 3.1 | 3.6 | 2.8 | Agree |
| 7. | Parents/Guardians pay teachers or external people to write for their children | 3.0 | 3.7 | 2.5 | Agree |
| | Grand Mean | 3.10 | 3.64 | 2.58 | Agree |

Table 2: Mean responses of respondents on causes of Examination Malpractices

| S/No | Items | Principals | Teachers | Students | Decision |
|------|--|------------|----------|----------|----------|
| 1. | Emphasis is more on certificate rather than on functional education. | 3.4 | 3.5 | 2.8 | Agree |
| 2. | Some past and present leaders of this country and some parents are products of examination malpractices. | 2.8 | 3.1 | 3.0 | Agree |
| 3. | Congestion in examination halls also aids cheating in examination. | 3.6 | 3.2 | 3.2 | Agree |
| 4. | Some teachers/lecturers do not teach until three weeks or so to examination. | 3.4 | 2.7 | 3.1 | Agree |
| 5. | Constant strike by teachers causes examination malpractice. | 2.8 | 2.5 | 2.6 | Agree |
| 6. | Lack of study habits and laziness on the part of students | 3.4 | 3.8 | 2.8 | Agree |
| 7. | Greedy and corrupt teachers, parents and examination officials are culprits. | 3.6 | 3.5 | 2.9 | Agree |
| | Grand Mean | 3.28 | 3.18 | 2.91 | Agree |

Table 3: Mean responses of respondents on the effects of examination malpractices on the society

| S/N | Items | Principals | Teachers | Students | Decision |
|-----|--|------------|----------|----------|----------|
| 1. | Examination malpractices make nonsense of the educational system in Nigeria. | 3.2 | 3.7 | 3.5 | Agree |
| 2. | It militates against the country's technological advancement. | 3.2 | 3.8 | 3.1 | Agree |
| 3. | It discredits national examination bodies, institutions of higher | 3.4 | 3.6 | 3.2 | Agree |

| | | | | | |
|----|---|------|------|------|-------|
| | learning and even, more importantly secondary schools. | | | | |
| 4. | Credibility of certificates issued by these bodies are questionable. | 3.6 | 3.4 | 3.1 | Agree |
| 5. | Honest and developed nations may not value the credentials from Nigeria where examination malpractices are prevalent. | 3.6 | 3.7 | 3.0 | Agree |
| 6. | The society may be psychologically tortured for life. | 3.0 | 3.4 | 2.87 | Agree |
| 7. | It results to low productivities at work hence nation will import experts from foreign countries. | 3.0 | 3.6 | 3.6 | Agree |
| | Grand Mean | 3.28 | 3.60 | 3.19 | Agree |

Table 4: Mean responses of respondents on the strategies for the eradication of examination malpractices in Nigeria secondary schools

| S/No | Items | Principals | Teachers | Students | Decision |
|------|--|------------|----------|----------|----------|
| 1. | More emphasis should be placed on actual demonstration of working/manipulative skills on job recruitment exercises rather than paper certificates. | 3.4 | 3.8 | 3.49 | Agree |
| 2. | Imbibing examination ethics so that the desired objectives which are combating and conquering examination malpractices, may be achieved. | 3.6 | 3.4 | 3.43 | Agree |
| 3. | The stipulations of Decree 20 of 1984 against examination malpractices should be religiously obeyed without fear or favour. | 3.6 | 3.7 | 3.49 | Agree |
| 4. | Adequate funds should be made available for the provision of conducive learning environment in terms of facilities and human resources. | 3.8 | 3.6 | 3.71 | Agree |

| | | | | | |
|----|---|------|------|-------|-------|
| 5. | Culprits of examination malpractice-teachers, parents, examination bodies, institutions and so on, should be punished whenever their cases are established. | 3.8 | 3.7 | 3.53 | Agree |
| 6. | Teachers and parents should guide and encourage students to study hard and shun any form of examination malpractices. | 3.8 | 3.6 | 3.29 | Agree |
| | Grand Mean | 3.66 | 3.63 | 3.475 | Agree |

Table 5: Analysis of variance (ANOVA) summary for the mean ratings of principals, Teachers and Students on the various forms of Examination Malpractices

| Source of variation | Sum of Squares | Degree of Freedom | Mean Square | F-cal | F-crit | Decision |
|---------------------|----------------|-------------------|-------------|-------|--------|-----------------------------|
| Between group | 2.131 | 2 | 1.0655 | 2.124 | 3.00 | H ₀ not rejected |
| Within group | 1429.765 | 2851 | 0.5015 | | | |
| Total | 1431.9075 | 2853 | | | | |

Table 6: ANOVA summary for mean rating of respondents on the causes of Examination malpractices

| Source of variation | Sum of Squares | Degree of Freedom | Mean Square | F-cal | F-crit | Decision |
|---------------------|----------------|-------------------|-------------|--------|--------|-----------------------------|
| Between group | 2.033 | 2 | 1.0165 | 1.9730 | 3.00 | H ₀ not rejected |
| Within group | 1468.835 | 2851 | 0.5152 | | | |
| Total | 1470.868 | 2853 | | | | |

Table 7: ANOVA summary for the mean ratings of Respondents on the effect of examination malpractices on the society

| Source of variation | Sum of Squares | Degree of Freedom | Mean Square | f-cal | F-crit | Decision |
|----------------------------|-----------------------|--------------------------|--------------------|--------------|---------------|-----------------|
| Between group | 1.655 | 2 | 0.8275 | 1.3909 | 3.00 | Ho Not rejected |
| Within group | 1696.0599 | 2251 | 0.5949 | | | |
| Total | 1697.7149 | 2253 | | | | |

Table 8: ANOVA Summary for the mean ratings of respondents on the Strategies for the eradication of examination malpractices

| Source of variation | Sum of Squares | Degree of Freedom | Mean Square | f-cal | F-crit | Decision |
|----------------------------|-----------------------|--------------------------|--------------------|--------------|---------------|-----------------|
| Between group | 3.124 | 2 | 1.562 | 2.281 | 3.00 | Ho Not rejected |
| Within group | 1952.3289 | 2851 | 0.6847 | | | |
| Total | 1955.4529 | 2953 | | | | |