



Evaluation of Causes and Effects of Examination Malpractice among the Secondary School Students in Ogba/Egbema/Ndoni Local Government Area of Rivers State

¹Babajide Olanipekun Olajo Ph.D & ²Osah, Collins M.

¹Department of Social Studies Education
Federal College of Education (Technical), Omoku,
Rivers State, Nigeria
Olajo_babajide@yahoo.com

²Department of Social Studies
Federal College of Education (Technical), Omoku,
Rivers State, Nigeria
cllinosah@yahoo.com

ABSTRACT

This study investigates evaluation of causes and effects of examination malpractice among secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State. The descriptive research survey was adopted for the study and stratified random sampling methods were used to select one hundred and twenty (120) respondents used for the study. The instrument used for the study was evaluation of causes and effect of examination malpractices among secondary school students in ONELGA questionnaire which was pilot tested using Cronbach's alpha method. The value obtained was 0.77. Four hypothesis were formulated while t-test statistics were used to analyze the study. Findings revealed that adequate preparation of students have a lot to do with their academic performance in school. It was recommended that students should be motivate by both parents and teachers and educate them on the need to prepare adequately prior to any examination.

Keywords: Evaluation, Causes, Effects, Examination malpractice, Secondary school students, ONELGA, Rivers State

INTRODUCTION

Presently, the world is experiencing considerable social evils among the students and the situation in Ogba/Egbema/Ndoni Local Government Area in Rivers State is not different. Examination malpractice among secondary school students is one of the greatest problem facing education industries in Nigeria today. The canker worm of examination malpractices as done incalculable damage not only to our educational system but also to our nation at large, the economy, social life and the general indiscipline in school gross displacement of the talents and wastage of our national resources are some of the social vices in the country (Mathew, 2011; Olanipekun, 2017; Ayodele, 2017 and Martins, 2018).

Examination as it relates to education is an assessment tool used to determine the level of learning of students and pupils' the results of such examination are used to effect promotion into a new class, graduate from one course to another as base for possession of strength and job placement (Adeloye, 2010). Malpractice is wrong doing misconduct or dishonesty, or improper practice for personal gain (Bankole, 2015). Examination malpractice is therefore the violation of rules and regulation guiding

the conduct of examination in accordance with specific, norms, setup by the examination institution (Dobson, 2012). It also involves the various method employed by candidates to cheat before or during examination. Examination malpractice is not a new phenomenon in Nigeria or any part of the world, is as old as examination itself (Ogundele, 2016).

Recent investigation suggests that examination malpractices are not the hand work of candidates alone, but a syndicated operation involving our community's parents, school authorities and navigators. Bayowa, Gideon, Taiwo and Tolulope (2007) defined examination malpractice as any act of integrity of any assessment or evaluation system. According to James (2002) Nigeria society is as mobile that student engage in the act of cheating and decent before they go on stage to perfect malpractice in the places of work, their home, their communities and in their business dealings with other people. Some in capable students go into examination hall without adequate preparation for the paper they were about to write only to embark on cheating Peter (2011) comments that there is no longer any motivation, to perform well academically because there are cheaper and easier means of achieving greatness' reviewing this. Akindele (2011) stressed said that the psychological implication of examination is that tensions is created without the students and he attempt other illegal means to succeed.

Setting of wrong and unattainable goals by the society with so much emphasis on certificates led to examination malpractice. On this reason Demot (2010) emphasized that our society in general has fallen into what could be called the idolatry of paper qualification without feeling productivity or practical ability. Buttressing the above point Mathew (2011) and Bruce (1998) made it clear to the public that civilized countries have know much malpractice in our country and hardly they give credence to our West African School Certificate. Felix (2009) emphasized that until national priorities changes from paper qualification to encourage the acquisition of makeable skill tightening up the administrating and security, the West African Examination certificate awarding agency in West African, will not necessarily pay dividend.

Adekunle; Banidele; Fanakinwa and Bolaji (2014) stating the outcome of poor teaching method said, poor learning arising from poor method of teaching pushes the student into a situation where they are forced to withdraw from school or to achieve success through the short out include examination collusion and malpractice.

Statement of the Problem

If a student is actually educated in school his attitudes will change and his skill will change and develop but in Nigeria today students do not show any sign of skill acquisition when it comes to the issue of examination. There is a general outcry that student no longer write their examinations themselves. It is obvious that students of this generation are the future leaders of our nation. If they indulge themselves in examination malpractice what is the fate of our nation in generations to come when they become our leaders? Will they lead us well? For example, in Colleges of Education where students are trained to be teachers, if they indulge themselves in examination malpractice and pass through the school system without acquiring the skills they are supposed to acquire, can they teach the young students well? All these trends contributes to the reason why the researcher deemed it necessary to carryout research to identify the actual causes and effects of examination malpractice in some selected secondary schools in ONELGA, in River State.

Purpose of the Study

The research investigated the causes and effects of examination malpractice among secondary school students in ONELGA, Rivers State. The study will serve as instrument of assistance to identify the causes and effects of examination malpractices in secondary schools and find possible solutions to it. It will also be of good benefit to government, educational planners, parents and individuals to see the impact of examination practices on students in secondary schools under study.

Research Hypotheses

The following hypotheses serve as guide for the purpose of this research.

1. There is no significant difference in the tendency towards examination malpractice between students with parents and those without parents.
2. There is no significant difference between parental responsibility and tendency towards examination malpractice based on gender among secondary school students.

3. There is no significance different between student parental responsibility and tendency towards examination malpractice from educated and non-educated home.

RESEARCH METHODOLOGY

Descriptive research design was adopted for the purpose of this study because of its relevance and suitability to the study. The target population for the study comprised all secondary schools students in Ogba/Egbema/Ndoni Local Government Area of Rivers State. The researcher randomly selected six (6) secondary schools as the study sample. The research used stratified random sampling method to select one hundred and twenty (120) respondents used for the study. Twenty (20) students were chosen from each of the schools. This brought the total number students chosen to one hundred and twenty (120) students which formed the sample size of the study.

The instruments used for the collection of data for this study was questionnaire. The questionnaire was prepared from research hypotheses titled “Evaluation of Causes and Effects of Examination Malpractices among Secondary School Students in ONELGA (ECEEMASSO)” developed by the researcher. It was likert rating scale on four points scale, Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was subjected to criticism by senior colleagues who read through it, pin pointed some mistakes which were later rectified before it was finally administered. The instrument was pilot tested using Cronbach’s alfa method and the value obtained was 0.77. The t-test statistic was used to test the null hypotheses at 0.05 level of significance.

The researcher visited the six (6) secondary schools selected for the study and administered the questionnaire to the subjects directly. The researcher was presented while respondents filled the questionnaire so as to help those who could not understand most of the questions.

RESULTS

Hypothesis 1:

There is no significant difference in the tendency towards examination malpractice between students with parents and those without parents.

Table I: Difference in the tendency between students with parents and those without parents.

VARIABLES	N	X	SD	t-tab	t-crit	df	DECISION RULE
Students with parents	115	119.83	11.00	0.19	1.98	118	NS
Students without parents	5	118.6	14.66				

From the above table, the first hypothesis which stated that there is no significant difference in the tendency towards examination malpractice between students with parents and those without parents was accepted, because the degree of freedom is 118 while the t-value calculated is 1.98 at the 0.05 level of significance, the hypothesis is accepted.

Hypothesis 2:

There is no significant difference between parental responsibility and tendency towards examination malpractice based on gender among secondary school students.

Table II: Difference between parental responsibility and tendency towards examination malpractice based on gender among secondary school students.

VARIABLES	N	x	SD	t- tab	t-crit	df	DECISION RULE
Male Students	64	121.59	11.88	1.53	1.98	118	NS
Female Students	56	118.6	15.97				

Table 11 shows that the null hypothesis was tested at the 0.05 level of significance, the result of the analysis indicated that there was no significance between parental responsibility and tendency towards examination malpractice on the basis of gender. The hypothesis is accepted.

Hypothesis 3:

There is no significant difference between parental responsibility and tendency towards examination malpractice from educated and non-educated home.

VARIABLES	N	x	SD	t- tab	t-crit	df	DECISION RULE
Students from educated home	80	118.14	12.59	1.85	1.98	118	NS
Students from non-educated home	40	123.16	16.12				

Table III: shows that the null hypothesis was tested at the 0.05 level of significance, the result of the analysis indicated that there was no significant difference between parental responsibility and tendency towards examination malpractice from educated and non-educated home. The degree of freedom is 118 while t-value calculated is 1.98. The hypothesis is accepted.

DISCUSSION OF FINDINGS

Hypothesis 1 (H01) compared the difference in the tendency towards examination malpractice between students with parents and those without parents as a tools for involvement in examination malpractice. The findings of Adeloje (2010) and Mathew (2011) who find out that having parents or been an orphan does not have anything to do with students intelligence and preparation for examination.

The second hypothesis (H02) revealed that the gender had no significant impact on examination malpractice. The findings is in line with the findings of Dobon (2012) who stressed that education is given to all citizens of a country to be responsible, active and functional within their immediate community and the global village at large. Hence, gender disparity does not have any relationship with examination malpractice.

The third hypothesis (H03) states that, there is no significant difference in student inadequate preparation and involvement in examination malpractice. Hence, the findings revealed that adequate preparation of students have a lot to do with their academic performance. Therefore, this is in line with Bayowa, Gideon, Taiwo, and Tolulope (2017). who stressed that adequate preparation of students for examination has great impact on their academic performance of students and tendency to involve in examination malpractice.

CONCLUSION

From the study the major causes of examination malpractice in SILGA are improper administration and supervision by examining bodies, student’s inadequate preparation parental influence and inadequate facilities in schools. These, according to the study, have a significant relationship with high incidence of cancelation of results and reduction in the level of seriousness by students. Based on the foregoing some possible recommendation were made.

RECOMMENDATIONS

Based on the findings of the study the following recommendation were made

- Examine bodies should effectively supervise students and follow strict examination rules during examination periods.
- Students should be motivated by both parents and teachers and educated them on the need to prepare adequately prior to any examination.
- Government should provide adequate facilities in school that would ensure a good learning environment.
- Methods of teaching should include student’s participation in the classroom.
- Schools should be handed over to missionaries for easy character moulding.
- Examined bodies should ensure that victims of examination malpractice are subjected to adequate disciplinary actions.
- Teachers should be properly remunerated by the government for more effective functioning and teaching of students.

REFERENCES

- Adekunle, P.; Banidele, S.; Fanakinwa, T. & Bolaji, M. (2014). The role of schools in developing civic engagement. A case study of twenty secondary schools. *Journal of General Education Studies* 17(2) 72 – 79.
- Adeloye, J. (2010). Examination malpractice in Kwara State secondary schools. *Journal of Social Sciences* 8(1) 117-203.
- Akindele, S. (2011). *The Challenges of education*. Ilorin. Ahmed A. M. Press and Publishers
- Ayodele, S. O. (2017). Reducing examination malpractices during examination among tertiary institution students in Lagos State. *Journal of Social Science* 15 (2) 132-141.
- Bankole, A. B. (2015). Building an effective and productive teacher through a qualitative teaching. *Business Journal*. 9(1) 98-107.
- Bayowa, A.; Gideon, S.; Taiwo, D. & Tolulope, B. (2017). Reducing social vices among pre-service teachers of Social Studies in Ondo State. *Multidisciplinary Journal* 14(3) 181 – 189.
- Bruce, S. D. (1998). *Pores and limitation of west african examination council senior secondary certificate examination*. A paper presented at forward African youth forum. Unpublished
- Demot, Z. (2010). *Evaluating Examination Malpractice in Schools*. A thesis submitted to the department of educational psychology, University of Ibadan. An unpublished thesis.
- Dobson, O. (2012). Evaluating the rate of examination malpractices among pre-service teachers in Lagos State. *Journal of Humanities*. 24(3)202-213.
- Felix, O. (2009). *Practical Teaching*. London. Apex Press
- James, I. (2002). *Effect of examination malpractice*. A research project of Ivan Ikokwu college of education Owerri. An unpublished thesis
- Martins, Z. (2018). Evaluating the level of student’s involvement in examination malpractices among grade 3 students. *International Journal of Culture and Humanities*. 32(2) 304 – 311.
- Mathew, N. (2011). Evaluating the contribution of teachers in reducing the rate of examination malpractice in schools Obio/Akpor Local Government Area of Rivers State. *Journal of Educational Psychology* 13(1) 192-201.
- Peter, B. (2011). *Can Examination Malpractice End?* U.S.A Triller Publications.
- Olanipekun, A. B. (2017). Teaching and learning of Social Studies among secondary school students in Kwara State. Retrieved from <http://webmsuemsuedu/imp/mdee/n556098htm/visual.on> 10th February 2019.
- Ogundele, O. A. (2016). Restructuring our secondary education for better tomorrow. *Journal of Education, Science and Arts*. 11(2) 52-58.