

PERCEPTION OF TEACHERS ON FORMS, CAUSES AND CONSEQUENCES OF EXAMINATION MALPRACTICE AMONG SECONDARY SCHOOL STUDENTS IN ILORIN SOUTH LOCAL GOVERNMENT OF KWARA STATE

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Abstract

This study investigated forms, causes and consequences of examination malpractice among secondary school students in Ilorin South Local Government, Kwara State. It adopted descriptive research design. The population of the study consisted of 1,054 teachers in all the 34 public secondary schools in the area. Random sampling technique was used to select 12 public secondary schools. Twenty teachers were randomly selected from each sampled school to arrive at 240 respondents. Forms, Causes and Consequences of Examination Malpractice Questionnaire (FCCEMQ) was used to collect data for the study. Percentage was used to analyse the collected data. The findings revealed that the forms of examination malpractice were giraffing; swapping of answer scripts; hiding microchips in pockets, private parts, etc.; collection of bribe from students or parents in exchange of questions before the day(s) of examination; writing of answers on parts of the body; impersonation; use of sophisticated gadgets like phones and wrist watches to hide or browse answers; inscribing answers on examination cards through carbon paper. The study recommended among other things, that students should be more serious to their studies and adequately prepare for examinations in order to prevent themselves from involvement in examination malpractice.

Keywords: Forms, Causes, Consequences, Examination, Malpractice

Introduction

Examination is regarded as a tool for gauging the extent of success which students have made in learning over a particular period of time. In an attempt to ensure that students' achievement in learning is properly determined before graduating from secondary schools in Nigeria, West African Examinations Council WAEC, National Examinations and Council (NECO) and National Business and Technical Education Board (NABTEB) were established in 1959, 1999 and 1992 respectively. However, a serious challenge which is soiling the reputation of these examining bodies is examination malpractice. According to Okafor (2021), examination malpractice is defined as any crooked attitude (that flouts the rules and regulations guiding examination) displayed by a student, teacher or other person found in this form of conduct before the commencement of examination, during or after. Anya and Alhassan (2017) defined examination malpractice as the process through which an examinee strategically engages in an act which would help him or her to achieve illegal advantage over other examinees in a particular examination. Nnam and Inah, (2015) lamented that examination malpractice has become a common factor in Nigerian education system, to the extent that each examination season records the occurrence of novel and clever methods of cheating. Uzoigwe (2014) and Nnam and Inah (2015) asserted that examination malpractice in Nigeria has been a continuum which is evident in various dimensions such as impersonation, result slips forgery, disorderliness during examinations, smuggling of relevant text materials into examination

halls and trade of examination question papers, disorderliness in examination halls, and forgery of result slips. Onyibe et al. (2015) maintained that in each examination, new methods of malpractice evolve from the actors involved which range from leakage of questions, computer fraud to fraudulent practices by invigilators, impersonation and tampering with results.

Abdulkadir et al. (2021) posited that forms of examination malpractice comprise external assistance, impersonation (a situation whereby a candidate who does not register for an examination sits to help a registered candidate), intimidating examination officials including supervisors and markers of papers, leakage of questions before the actual date of the examination and impersonation. Olaseni (2023) asserted that forms of examination malpractice comprise writing answers on chairs or tables, handkerchiefs or papers; leakage of examination questions before the actual days of examination; and exchange of answer booklets and conspiracy with external agents or other candidates within the examination hall. Alarape (2020) explained that various forms of examination malpractice include writing on parts of the body, smuggling related materials into examination halls, conniving with other students, invigilators, teachers, examination body officials, impersonation and the likes. Salman (2016) stated that examination malpractice are in different forms, ranging from leakage of questions before examination days, writing or dictating answers for students in examination halls, exposing one's work for other student(s) to copy, discussion while examination is ongoing, smuggling already prepared booklet into examination halls and use of smart phones or other sophisticated materials to search for answers during examination.

This finding of Oko and Adie (2016) revealed that the factors aiding examination malpractice in Nigerian schools included lack or poor preparation for examination, laziness, inadequate supervision, weak parental factors, wrong value system which places high priority over certification rather than knowledge and skills acquisition, poor facilities, lack of self-confidence, poor school facilities, poor invigilation, and weak parental factors. Bahago et al. (2023) maintained that factors that cause examination malpractice in Nigerian schools encompass a wrong value system that leads to a thoughtful lust for certification rather than knowledge and skills acquisition, inadequate school facilities such as examination halls, privatisation and commercialisation of education, poor seating arrangement, political undertones and poor invigilation. Olumide (2021) maintained that factors responsible for examination misconduct in schools include poor suitability of learning environment, students' lukewarm attitudes towards learning, poor preparation for examinations, incompetence of teachers and parental and peer factors. Okafor (2021) explained that examination malpractice has been a bane in education system in Nigeria and this has reduced the integrity of the results of some examinations and also predisposes education system, regardless of level, to ridicule. Not only that, many students cannot academically measure up to the certificates they hold; hence, they are not employable. Abdulkadir et al. (2021) believed that the problems which ensue examination malpractice comprise moral decadence, downward movement of educational standard, corruption promotion, destruction of institutions and value systems, professional errors which lead to loss of lives and increase in mediocrity among graduates. The finding of the study conducted by Salman (2019) that revealed that consequences of examination malpractice in Nigerian educational system included poor quality of education, poor reduction in students' hard work and fraudulent acts. Onyibe et al. (2015) asserted that kidnapping for ransom collection, drug trafficking, collapse of building, fake drugs manufacturing, economic sabotage and vandalism which are reflections of moral decadence could be ripple consequence of examination malpractice.

The menace of examination malpractice has been very rife in secondary schools in Nigeria and this has been making members of the public to lose interest in the credibility of the examinations conducted in these schools, either internally or externally. For instance, as reported by Vanguard in (2019), out of the

1,151,016 candidates who sat for 2019 NECO SSCE, 40,603 involved in examination misconducts. As reported by Tribune (2020), in June/July NECO SSCE conducted in year 2020, 33,470 candidates involved in examination malpractice out of a total of 1,209,992. Also, as made known to members of the public by Daily Post (2021), in 2021 NECO June/July examination which had a total of 1,226,796 candidates who sat for the examination, 20,003 cases of examination malpractice were recorded. In addition, the report of The Punch (2022) affirmed that 13,595 candidates had cases of examination malpractice, out of the 1,198,412 that participated in the examination. Last but not the least, This Day (2023) affirmed that out of the 1,296,985 candidates who sat for the NECO June/July examination, nothing less than 12,030 candidates were found wanting in malpractice. All the scenarios above are testifying to the fact that examination malpractice has eaten deep into the fabric of secondary education in Nigeria.

Some researcher had conducted studies related to this study. Onyibe et al (2015) examined examination malpractice in Nigeria: Causes and effects on national development. Bahago at al. (2023) conducted a study on examination misconduct in Nigerian schools and its consequences: A case study of Tafa Local Government schools. Anya and Alhassan (2017) investigated forms and consequences of examination malpractice in Nigeria's schools and universities: What should the stakeholders do. However, none of these studies was carried out in Ilorin South Local Government; hence, this is the academic gap which this study filled.

Purpose of the Study

The purpose of the study was to:

examine the forms of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State;

investigate the causative factors of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State;

determine the consequences of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State;

Research Questions

What are the forms of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State?

What are the causative factors of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State?

What are the consequences of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State?

Methodology

This study focused on perception of teachers on forms, causes and consequences of examination malpractice among secondary school students in Ilorin South Local Government, Kwara State. It adopted descriptive research design of survey type. The population of the study comprised 1,054 teachers in all the 34 public secondary schools in the Local Government Area. Random sampling technique was used to select 12 public secondary schools in the local government area which represented 35.3%. Random sampling technique was used to select 20 teachers from each of the sampled schools, to arrive at 240 respondents. Perceived Forms, Causes and Consequences of Examination Malpractice Questionnaire (PFCCEMQ) was used to collect data for the study. The instrument had three sections (A, B & C). Sections A, B and C had were captioned Forms of Examination Malpractice, Causes of Examination Malpractice and Consequences of Examination Malpractice respectively. The instrument was validated by four experts, three in the field of Educational Management while the other one was an expert in Test and Measurement. The instrument was subjected to reliability test. Via the use of Cronbach's Alpha for the analysis of the data collected from the 20 copies of the questionnaire administered to 20 teachers, the reliability index of 0.74 was attained. Descriptive statistics of Percentage

was used to analyse the collected data. Out of the 240 copies of questionnaire distributed, only the 223 copies filled and returned were used for analysis.\

Result of Data Analysis

Research Question One: What are the forms of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State?

Table 1: Forms of Examination Malpractice as Perceived by Secondary School Teachers in Ilorin South Local Government Area of Kwara State

S/N		N	Agree	Disagree
1.	Giraffing	223	218 (98%)	5 (2%)
2.	Swapping of answer scripts	223	205 (92%)	18 (8%)
3.	Hiding microchips in pockets, private parts, etc.	223	182 (82%)	41 (18%)
4.	Collection of bribe from students or parents in exchange of questions before the day(s) of examination	223	171 (77%)	52 (23.3%)
5.	Writing of answers on parts of the body	223	174 (78%)	49 (22%)
6.	Impersonation	223	199 (89%)	24 (11%)
7.	Use of sophisticated gadgets like phones and wrist watches to hide or browse answers	223	183 (82%)	40 (18%)
8.	Inscribing answers on examination cards through carbon paper	223	150 (67%)	73 (33%)

Table 1 presented the forms of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State. As shown on the Table, 98%, 92%, 82% and 77% of the respondents agreed to the items 1 “Giraffing”, 2 “Swapping of answer scripts”, 3 “Hiding microchips in pockets, private parts, etc.” and 4 “Collection of bribe from students or parents in exchange of questions before the day(s) of examination” while 2%, 8%, 18% and 23% respectively disagreed. Also, 78%, 89%, 82% and 67% of the respondents agreed to the items 5 “Writing of answers on parts of the body”, 6 “Impersonation”, 7 “Use of sophisticated gadgets like phones and wrist watches to hide or browse answers” and 8 “Inscribing answers on examination cards through carbon paper” while 22%, 11%, 18% and 33% respectively disagreed.

Research Question Two: What are the causative factors of examination malpractice among secondary school students in Ilorin South Local Government Area of Kwara State as perceived by teachers?

Table 2: Causes Factors of Examination Malpractice among Secondary School Students in Ilorin South Local Government Area of Kwara State as Perceived by Teachers

S/N	ITEMS	N	Agree	Disagree
1.	Poor students’ attitudes towards learning	223	194 (87%)	29 (13%)
2.	Prioritisation of certification over knowledge and skills acquisition	223	206 (92%)	17 (8%)
3.	Watering away of value system such as hard work and honesty	223	209 (94%)	14 (6%)
4.	Ineffective invigilation	223	186 (83%)	37 (17%)
5.	Corruption on the part of political leaders	223	215 (96%)	8 (4%)
6.	Poor preparation for examination	223	179 (80%)	44 (20%)
7.	Poor implementation of the penalties attached to involvement in examination misconduct	223	218 (98%)	5 (2%)
8.	Poor teacher salary	223	202 (91%)	21 (9%)

9.	Poor coverage of syllabus	223	192 (86%)	31 (14%)
10.	Poor parenting	223	175 (78%)	48 (22%)

Table 2 showed the causes of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State. As shown on the Table, 87%, 92%, 94%, 83 and 96% of the respondents agreed to the items 1 “Poor students’ attitudes towards learning”, 2 “Prioritisation of certification over knowledge and skills acquisition”, 3 “Watering away of value system such as hard work and honesty”, 4 “Ineffective invigilation” and 5 “Corruption on the part of political leaders” while 13%, 8%, 6%, 17% and 4% respectively disagreed. In addition, 80%, 98%, 91%, 86 and 78% of the respondents agreed to the items 6 “Poor preparation for examination”, 7 “Poor implementation of the penalties attached to involvement in examination misconduct”, 8 “Poor teacher salary”, 9 “Poor coverage of syllabus” and 10 “Poor parenting” while 20%, 2%, 9%, 4% and 22% respectively disagreed.

Research Question Three: What are the consequences of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State?

Table 3: Consequences of Examination Malpractice as Perceived by Secondary School Teachers in Ilorin South Local Government Area of Kwara State?

S/N	ITEMS	N	Agree	Disagree
1.	Cancellation of results	223	196 (88%)	27(12%)
2.	Promotion of corrupt practices among youths	223	182(82%)	41(18%)
3.	Inability to defend certificate possessed	223	208 (93%)	15 (7%)
4.	Loss of credibility in educational system	223	199 (89%)	24 (11%)
5.	Production of poorly-baked graduates	223	210 (94%)	13 (6%)
6.	National embarrassment	223	175 (78%)	48 (22%)

Table 3 presented the consequences of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State. As shown on the Table, 88%, 82%, 93%, 89, 94% and 78% of the respondents agreed to the items 1 “Cancellation of results”, 2 “Promotion of corrupt practices among youths”, 3 “Inability to defend certificate possessed”, 4 “Loss of credibility in educational system”, 5 “Production of poorly-baked graduates” and 6 “National embarrassment” while 12%, 18%, 7%, 11%, 6% and 79% respectively disagreed.

Discussion

The findings of the study revealed that the forms of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State were giraffing; swapping of answer scripts; hiding microchips in pockets, private parts, etc.; collection of bribe from students or parents in exchange of questions before the day(s) of examination; writing of answers on parts of the body; impersonation; use of sophisticated gadgets like phones and wrist watches to hide or browse answers; inscribing answers on examination cards through carbon paper. This finding agrees with the finding of Adeyemo and Adeyemo (2014) which revealed four main categories of examination malpractice as: impersonation, cheating, leakage of examination papers, and misconduct by invigilators. The finding also supports the finding of Dada (2018) which found that impersonation, leakage of examination questions, bribing of teachers, collaboration during examination and giraffing were type of examination malpractice in secondary schools in Aiyedire Local Government, Osun State.

The findings of the study revealed that causes of examination as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State were students’ lack of interest in their academic work, inadequacy of trained teachers, parents choosing career for their children, school management wanting their schools to come out best in examinations and rising cost of education. This finding

supports the finding of Ajibola (2011) and Animasahun (2013) revealed that the causes of examination malpractice are inadequacy of trained teachers, insufficient facilities in schools, inadequacy of teacher facilities, inadequate preparation, fear of failure and poor remuneration are factors influencing teachers to develop non-chalant attitude towards examination and actively participate in examination malpractice or encourage it. Similarly, Ayodele (2018) suggested that the poor working conditions and low salaries of teachers in Nigeria may contribute to examination malpractice.

The findings of the study revealed that the effects of examination malpractice as perceived by secondary school teachers in Ilorin South Local Government Area of Kwara State were cancellation of results, fraudulent behaviors in students, students without quality knowledge in any definite course or subject and the education system becomes unproductive. This finding supports the finding of Salman (2016) that the effects of examination malpractice are poor graduates, poor quality of education, breeding of corruption, reduction in students' hard work, jail and fraudulent acts. The finding is also in agreement with the finding of Alarape (2020) that the effects of examination malpractice on secondary school students are laziness, inability to defend certificates, poor graduates, corruption and poor quality of education.

Conclusions

The study concluded that:

Forms of examination malpractice in secondary schools in Ilorin South Local Government were giraffing; swapping of answer scripts; hiding microchips in pockets, private parts, etc.; collection of bribe from students or parents in exchange of questions before the day(s) of examination; writing of answers on parts of the body; impersonation; use of sophisticated gadgets like phones and wrist watches to hide or browse answers; inscribing answers on examination cards through carbon paper.

Students' lack of interest in their academic work, inadequacy of trained teachers, parents choosing career for their children, school management wanting their schools to come out best in examinations and rising cost of education were the causes of examination malpractice in secondary schools in Ilorin South Local Government, Kwara State.

The effects of examination malpractice on students in secondary schools in Ilorin South Local Government were cancellation of results, fraudulent behaviors in students, students without quality knowledge in any definite course or subject and the education system becomes unproductive.

Recommendations

Based on the findings of the study, it was recommended that:

1. students should be more serious with their studies and adequately prepare for examinations in order to prevent themselves from involvement in examination malpractice;
2. parents should avoid teachers, school management or invigilators bribe for the purpose of inducing them to give their children undue favour to pass examinations;
3. teachers should be periodically and regularly train in order to boost their knowledge, skills and techniques that would aid effective teaching which would lead to effective learning and prevent students from malpractice;
4. government and members of the public should reduce the emphasis placed on certificate and concentration should be on knowledge acquisition in order to reduce examination malpractice;
5. government should ensure strict implementation of the punishment for anybody who involves in examination malpractice in order to serve as a deterrent to others.

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