

INNOVATIVE EXAMINATION MALPRACTICE AS PERCEIVED BY TEACHERS AND
STUDENTS OF SECONDARY SCHOOLS IN BOSSO LGA
BY

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ABSTRACT

The study investigated "The innovative examination malpractice perceived by teachers and students of secondary schools in Bosso, Minna, Niger state. The research design employed was survey research design. Forty (40) teachers and one hundred and sixty one students were randomly selected from four secondary schools in Bosso LGA. Simple random sampling technique was used to select the students. The instrument used for this research is a questionnaire with twenty-two (22) items on a 5- point likert scale which was designed by the research student. The instrument was subjected to content validity by the researcher's supervisor and two (2) other lecturers from the department of science education with reliability coefficient of 0.70. The method of data collection was through administration of questionnaire to teachers and students of the selected secondary schools. The data collected were summarized through descriptive statistics and then analyzed with mean, standard deviation and t-test statistics. The findings of the study showed that the teachers and students have positive perception on innovative examination malpractice in secondary schools in Bosso local government, Niger State.

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CHAPTER ONE

1.0 Introduction

1.1 Background to the Study

The rampant occurrence of examination malpractices in the recent times has become an issue of growing importance and concern in the global education system. Examinations are conducted to assess some levels of learning attainment of students and pupils as summative assessment. It is important for placement, promotion and graduation in learning institution that must be free of any faulty interference. Nigeria over the years has also experienced some irregularities in the conduct of examination in schools at all levels, which has tremendously corroded quality of education

According to Shahid (2007), examinations are designed to evaluate the academic achievement of students and to ascertain whether they have achieved a standard of academic learning and knowledge. Examinations are considered the basis for promotion to higher classes, a source of motivation for learners to advance to additional studies, and a basis for prediction about students' future education and job aptitudes. School examinations are tool for measuring learners' mastery of content and teachers effectiveness in teaching different levels of education all over the world.

Anomety occurs in every important activity, including examinations in school

Cheating in examinations is a worldwide phenomenon (Nyamwange, Ondima & Onderi, 2013) and, according to Anderman and Midgley (2000), about 80% of high-achieving high school students and 75% of college students admitted having cheated in an examination. Isangedighi (2007) also observed that the rising wave of examination malpractice amongst today's youths poses a big challenge to contemporary society.

The study found the following as factors that contribute to examination malpractice: corruption, poor implementation of examination rules, poor Invigilation, students and parental threats, lack of fear of punishment, inadequate preparation for examinations, and collusion. Other factors

included disloyalty of examination bodies, fear of failure, poor morale, and economic depression of supervisory staff.

The sample for Suleman et al.'s (2015) study was made up of 840 respondents, selected through simple random sampling technique from 80 all-male secondary schools. A semi-structured questionnaire was used as a research instrument for data collection.

Descriptive statistical analysis, that is, simple percentage, mean, standard deviation as well as inferential statistics was conducted. Specifically, ANOVAs were applied for the statistical analysis of data (Suleman et al., 2015).

Furthermore, the Suleman et al.'s (2015) study revealed that the various forms of examination malpractice included the following: bringing unauthorized materials to the examination hall, sending of prepared answers to students by teachers and parents, impersonation of test takers, leakage of questions and papers, and script-changing.

The study made the following recommendations:

- Examination laws and rules should be implemented effectively. Students who are guilty of examination malpractice should be given severe punishment according to examination rules so that it may serve as a lesson to others.
- Students should be thoroughly body-searched before entering the examination hall. A system of finger-printing should be introduced for identification of the students to avoid impersonation.
- The number of invigilators and supervisors should be increased in the examination halls.

1.2 Statement of the Problem

Examination dishonesty is a vice that has bedeviled Niger state education system for many years.

Despite efforts by the Ministry of Education, Science, and Technology in the state as well as the National Examination Board to curb the practice of cheating in examinations by students, the

malpractice still continues. As the cases of malpractice have increased, penalties have also become more severe. Large numbers of students have had their results nullified and some heads of schools and teachers have been taken to court or have lost their jobs for promoting or getting directly involved in cheating. Some schools have had results of all their candidates' examinations nullified and the schools themselves have had their licenses to serve as examination centers cancelled.

Over the years, incidences of examination malpractice had been reported, and in some instances the perpetrators had been either jailed or asked to pay fines. Teachers who were caught cheating had had their services terminated.

The numerous examination malpractice among secondary schools in Bosso Local Government Area of Niger state over the years has become a growing concern since cheating is a long standing and global problem inherent by human being.

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While there is a decline in the number of cheating cases, one question that arises is why students continue to cheat in spite of tough measures taken to deal with cheating. Therefore, one can also argue that the decline in the number of cheating cases is because the students are getting better at cheating by devising new methods which the examination officials are not aware of, or it could be that some of the cheating cases are never reported to appropriate regulatory bodies by the school authorities. It is for this reason that this study aims to identify the methods of cheating students use during examinations.

1.3 Aims and Objectives of the Study

The aim of the study is to investigate the innovative examination malpractice as perceived by the teachers and the students in Bosso Local Government, Niger State

Specifically, the following objectives are set to be achieved:

- a. To determine the perception of teachers on innovative examination malpractice in Bosso.
- b. To determine the perception of students on innovative examination malpractice.

1.4 Research Question

The following research questions are developed to guide the study:

- a. What are the perception of teachers on innovative examination malpractice in secondary schools in Bosso.
- b. What are the perception of students on innovative examination malpractice in secondary schools in Bosso.

1.5 Research Hypothesis

The following null hypothesis were raised to answer the research question.

HO1: There is no significant difference between the male and female teachers' perception of innovative examination malpractices in secondary schools in Bosso

HO2: There is no significant difference between the male and female students' perception of innovative examination malpractices in secondary schools in Bosso

1.6 Limitation of the Study

The sample population of the study included teachers and students from one of the various education divisions in the state. Even though the results from this division might have suggested a trend of the examination malpractice in other divisions and Niger state as a whole, the results could not be generalized to the remaining divisions of the state without further studies. However, it was expected that the sample would be representative enough to offer results that would harmonize with the available literature worldwide. Generalization of the findings would therefore still be acceptable.

1.7 Significance of the study

The teachers might benefit from the study by knowing new forms of examination malpractice so that they can strategize to combat it, and find new ways of teaching students to discourage examination malpractice

The students also will benefit from the study by knowing the consequences of examination malpractices and encourage them to study more rather than rely on cheating in every examination.

This study will bring to the awareness of parents the new forms of examination malpractices indulged in by their children so they can monitor, advice and caution them against examination malpractices.

The school knowing about these new forms of examination malpractices, will give them an edge over the students, put in place strict measures, rules and regulations to discourage

the practices as well as punish whoever is caught cheating in any examination.

This study will bring to notice of the government these new forms of examination malpractices and in turn put up a committee to strategize counter methods against examination malpractice, set up strong disciplinary actions against whoever is caught in the act which will further enhance the nature of education in the country at large.

To the examination body, the study will help them monitor their questions to avoid leakage of exam questions, and also assigning credible and honest people to invigilate every examination.

1.8 Definition of terms

Like other professions and disciplines, education too uses technical terms to describe its work. The following key and recurrent concepts are described in order to help the readers to understand this education.

Examination is the measurement of proficiency, knowledge, or skills, in oral or written form, and evaluating the adequacy of these proficiencies possessed by candidates. This is the pivot around which the whole system of education revolves (Wilayat, 2009).

Examination malpractice is commonly defined as deliberate wrongdoing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage (Wilayat, 2009). Fasasi (2006) added that examination malpractice may be understood as misconduct or improper practice, before, during or after any examination by examinees or others with a view to obtaining good results by fraudulent means

Forms refer to class or grade level.

Innovative: this is the practical implementation of ideas that result in the introduction of new goods or services or improvement in offering goods and services.

CHAPTER TWO

2.0 Literature Review

2.1 Introduction

The chapter discusses literature related to the study in the following sub-headings:

- i. conceptual frame work
- ii. theoretical framework
- iii. empirical studies

2.2 Conceptual Framework

Examination are conducted to access some levels of learning attainment of students and pupils as summative assessment. It is an important for placement promotion and graduation in learning institution that must be free of any faulty interference. Nigeria over the years has also experienced some irregularities in the conduct of examination in schools at all levels, which has tremendously corroded quality of education

Examination is an important instrument that is used to objectively evaluate and assess students' learning outcomes and ability to demonstrate knowledge, understanding, and mastery of different concepts and ideas.

Balogun (1999) also defined examination as the process through which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period.

Examination could be internal or external. It could be oral or written, essay or objective type, theory or practical constitutes an integral part of education process. Examples of internal examination are continuous assessments tests, terminal, semester and annual or promotional examinations. Example of external (public) examination common in Nigeria schools are Common Entrance Examination for admission into secondary schools. School Certificate examination is conducted by West African Examination (WAEC) and National Examination Council (NECO). The Joint Admission Matriculation Board (JAMB) AND National Teachers'

Institute NTI) conducts admission test into tertiary institutions while National Business and Technical Examination Board (NABTEB) conducts professional examination for teachers and technicians respectively. The outcome of the examination is used as a basis for decision making on examinee's ability. The examinee is consequently awarded a certificate which could qualify students for admission into a school, promotion into higher level of an institution and employment opportunities.

Examination Malpractice

Different authors have defined the concept of examination malpractice differently.

According to Asante-Kyei and Nduro (2014), examination malpractice is any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secures any unfair advantage for him or herself, or any other person in such a manner that contravenes the rules and regulation to the extent of undermining the validity, reliability, or authenticity of the examination and ultimately the integrity of the certificates issued.

Badejo and Gandonu (2010) saw examination malpractice as a deliberate act of wrongdoing, as contrary to the official rules, and is designed to place a candidate at an unfair advantage or disadvantage. The system is a careless, illegal or unacceptable behavior by a candidate in a formal test of his knowledge or ability in a particular subject. They further explained the concept as a counter-practice that is against the ethics of examination, and an act of disrespect to all rules and regulations guiding the good conduct of any examination or evaluation process.

In their study, Asante-Kyei and Nduro (2014) defined examination malpractice as any deliberate act of wrongdoing by academic authorities, learners, and parents before, during, and after an exam to give one an upper hand in the assessment or evaluation process. Khan, Khan, and Khan (2012) defined examination malpractice as an illegal way

a student uses to pass an examination which could be in the form of bringing note- books into examination halls, cheating during examinations, copying from friends, paying another person to help in attempting the examination, or gaining foreknowledge of questions before the examinations.

History of Examination Malpractice

Africa has not been spared the problem as regarding examination malpractice. Eckstein (2003) acknowledged the fact that there are problems in administering national examinations in less developed nations of the world. He observed that each stage of the national examinations in developing countries is vulnerable to malfeasance of one kind or another. He asserted that before the actual administration of national exams upon which so much depends, leakage of information is common while the questions are being formulated, and the papers printed and distributed to examination centers. At the actual testing sites, test documents may be opened ahead of time, copied, and sold. Impersonation of a candidate, smuggling information into the examination room, and covert passing of answers between candidates, as well as conveying information from outside into the examination room are all methods which are used in cheating.

In Nigeria, for example, the first examination malpractice was recorded in 1914 when the Cambridge School Certificate Examination was leaked to candidates. Similarly, in 1948, a Nigerian candidate's result was cancelled because of his possession of notes already prepared and taken to the examination hall of the Cambridge Examination.

(Akinseye, 2005). Gbenda (2008) noted that in 1977 the menace of examination malpractice in Nigeria had reached an alarming stage with the leakage of the West African Examination Council question papers which prompted an investigation and subsequent promulgation of Decree 20 of 1984 by the Federal Government of Nigeria. Since then, the situation has advanced to the extent that examination malpractice in

Nigeria had become so internalized and legitimized among students that some of them regard it as the normal process of passing examinations.

In Kenya, Akaranga and Ongong (2013) observed that although there was no substantive evidence, some workers in the Kenya National Examinations Council had been suspected and accused of leaking out or selling examination papers to selected potential candidates. Such suspicion was corroborated by the Ministry of Education's frequent suspension of examination results from some schools at the end of each examination season.

Njue, Muthaa, and Muriungi (2014) lamented that cheating in examinations has become a global concern to the extent that some see it as the outcome of the "backwash effects" of examination. Examination malpractice in Kenya reached alarming proportion and the malpractice methods were sophisticated and institutionalized. Kithuka (2004) observed that efforts by government administration and stakeholders in the educational sector to curtail the trend did not yield any fruit. Aullo (2004) lamented that the nature of examination malpractice had resulted in high turnover of incompetent graduates by institutions of higher learning. Lebeloane and Nyaumwe (2014) noted that some open and distance learning (ODL) students at the University of South Africa (Unisa) also contributed to the statistics on examination cheating in the October/November Master of Law (LLB) examinations.

In Egypt, Mashanyare and Chinamasa (2014) reported that three A-level examination papers had to be destroyed amid concerns that the content could have leaked out. They noted that a report by Clark which was issued in 2012 alleged that copies of the papers were mixed with batches of past examination papers sent out to schools in Egypt which requested them from Edexcel GCE (Britain) for pupils to use in revision sessions. Three "live" A-level papers were sent by mistake before they had been written, a confirmation that some examination leakages start from the distribution point.

In Zambia, a study conducted by Munachonga (2014) established that incidences of examination malpractice had in recent times taken a dangerous and disturbing turn because parents, teachers, supervisors and even school managers were directly involved. In some instances, even officers from the Examinations Council of Zambia were involved. The study also discovered that examination malpractice was commonly committed before and during the examination, and sometimes, though rarely, after the examination stage. It was noted that during each examination session, examination candidates invented different ways of cheating with some methods being so challenging and sophisticated that invigilators were unable to detect them.

Mashanyare and Chinamasa (2014) claimed that in Zimbabwe, school examinations may have been leaking although they did not receive much publicity before localization of examinations. They reported that examinations were a nightmare in Zimbabwe. They argued that the Standard newspaper alleged that since ZIMSEC had taken over the administration of examinations in 1998, standards had plummeted. The newspaper cited a scandal which involved the late former Minister of Education's, 14-Year-old daughter, who leaked a Zimbabwe Junior Certificate History examination paper to friends and schoolmates at a high school in Harare in 2004. This was after the then Minister of Education had taken the paper to his home before examinations had been written.

Mashanyare and Chinamasa (2014) reported that in 2006, the Voice of America-Zimbabwe alleged that "O" level examinations were stolen from a Headmaster in Karoi, Mashonaland West by a man to whom he had given a ride in his car. The issue of examination malpractice is not new to Malawi. Eckstein (2003) stated that conditions in Malawi are characteristic of less developed nations and typically difficult to cope with. In this country, misconduct of all kinds at every stage of the national school examinations is common.

Types of Examination Malpractice

Examination malpractice takes various forms that can be categorized as follows:

- Leakage – illegally getting examination questions before the examination time;
- Impersonation – representing and writing an examination for another candidate;
- Cheating – transgressing any of the rules governing the conduct of examinations.
- Taking foreign material into the examination room.
- Smuggling of answer scripts
- Stampede method- this happens when a candidate suddenly raises false alarm in the examination hall in order to distract attention and create opportunities for cheating.

Consequences of Examination Malpractice

Akaranga and Ongong (2013) argued that the significance of examinations cannot be overrated because they are conducted and managed to assess the performance of the learners and establish whether they have the expected standard of academic learning and knowledge. Moreover, the examination often engages the students in a competitive manner to achieve good results and satisfy the expectations of both their teachers and parents. However, it is the pressure that is placed on these students to succeed at all costs that makes them prone to examination irregularity.

Unfortunately, examination malpractice has many negative impacts. The consequences are enormous.

According to Akaranga and Ongong (2013), examination malpractice often leads to expulsion of students from academic institutions.

According to Achio et al. (2012), examination malpractice end up producing “half-baked” students who hold certificates without the know-how, which cripples productivity. These students may end up losing highly demanding jobs due to incompetence even though the remuneration is high.

Adelakum and Lawal (2008) also outlined the consequential effects of examination malpractice, including erosion of confidence in the education system; loss of credibility in the education assessment; examination agencies discredited, leading to a loss of confidence in the certificates that are issued by the agencies; the rising cost of conducting examinations when massive leakage is established; cancellation of results causing undue suffering to innocent students; increased corruption levels in a society; and eventual retardation of national development. They further stated that as resourcefulness and creativity are compromised and havoc wreaked on the social, economic, religious and political lives of people, the resultant effects are corruption, lack of seriousness, laziness, and loss of self-confidence among both teachers and students.

Anzene (2014) noted that individuals who are involved in examination malpractice lose their moral direction. Such people no longer recognize ethics as a value in discharging their duties. If they are lawyers, for example, they would corrupt justice and promote unjust causes because they cannot differentiate between an accused person and the complainant.

Anzene further argued that as long as examination malpractice is prevalent, institutions will end up producing the kind of doctors who will forget scissors and towels in the stomach after surgical operations. This vice will continue to produce students with distinctions in our examinations, but without quality knowledge in any definite course or subject. In addition, the system will continue to reward teachers who cannot impart knowledge to the students.

He also asserted that examination malpractice leads to irreversible loss of credibility. He argued that a country that is ranked high in examination malpractice loses international credibility. The implication is that certificates or documents emanating from such a country's educational system will be treated with suspicion and doubt.

Nigeria is a good example of the consequence of examination malpractice. According to Okoh (2014), consequences in Nigeria included lack of recognition of academic qualification, frequent cancellations, suspension of results, unproductive labor force, lack of confidence in the educational system, molestation and harassment of students by lecturers, and vice versa. Okoh argued that examination malpractice is an unacceptable behavior that is continually destroying the Nigerian educational system.

The effect of this problem is that the Nigerian educational system has gradually lost its credibility within and outside the country. The certificates that are issued seem like mere sheets of paper.

Petters and Okon (2014) considered the effects of examination malpractice on the society and on undergraduate students. They noted that examination malpractice discourages candidates from studying hard first, closely followed by underachievement in the labor market. Coming in third was the denial of admission to deserving students followed by overall reduction in quality of education. They noted that examination malpractice discourages students from working hard; rather, they spend their time to plan the strategy they intend to employ to cheat in the examination. The study also found that examination malpractice reduces the credibility of Nigerian certificates outside the country.

Nwaba and Nwaba (2005) observed that examination malpractice has serious implications for the educational system, students, teachers, parents and the school as a whole. Nigeria, for example, had been associated with poorly-prepared graduates, low productivity and poor job performance, certificate racketeering and qualification

inflation, making the credibility of Nigerian certificates questionable internationally.

Chaminuka and Ndudzo (2014) lamented over examination malpractice and its various effects. They noted that these acts have very serious economic, political, and social consequences that can cripple a nation. Good students are discouraged from working hard in their studies so that they might be tempted to adopt the “if you can’t beat them, then join them” syndrome. This can also be prompted by seeing other corrupt students escaping any form of punishment. They believe that even if they are caught, they will get away with it too and this practice generally results in indiscipline and laziness.

Chaminuka and Ndudzo (2014) further observed that examination malpractice may also deny and frustrate innocent students who venture into the job market simply because the corrupt students will have scored “higher” grades. This may also rob a country of any chances of engaging the best brains in any form of development. Kayode (2012) observed that many graduates can no longer defend their certificates. Such candidates might have psychological problems arising from the way they got their certificates as well as being unable to meet the expectations of employers. That scenario renders the goals of education invalid and point to the likelihood of collapse in the education system.

Innovative Examination Malpractice.

E-cheating or electronic cheating can be defined as using Information Technology (IT) to aid in the process of cheating in a class. This include the use of personal digital assistants (PDAs), camera or picture cell phones, two-way pagers, programmable calculators, computers, the internet, and so on to gain an unfair advantages.

The following are the observed ways through which students carry out E-cheating;

- Coded information is stored in handheld devices which are brought into the examination hall.

- Leaked question papers with answers are downloaded from dubious websites
- Use of mobile devices in exchange of answers among candidates and touts (outside the hall) during examinations.
- Copying of notes into iPod which are taken into examination centers
- Stuffing needed information in cell phones and taken such into the examination hall
- Taking pictures of notes with cell phones and using same to gain unfair advantage during examination
- Voice recording of notes for use during examination
- Taking a photo of question papers and sending same to someone outside the examination hall, with answers sent back as image or text message.
- Storage of needed note and formula in programmable calculators for use during, examination.
- Use of cell phones calculators in examination where calculators are not allowed
- Use of handheld devices to browse for solution during an examination.

Control of Innovative Examination Malpractice.

Emerging technology have the potentials to help improve the quality and conduct of examinations. Technology can be used to prepare examination question, monitor examination and authenticate examinees. Technological tools such as CCTV cameras, biometric technologies and facial recognition technology could be very useful to mitigate the occurrence of examination malpractice and prosecution of culprits. When these technologies are deployed in examination centers, it will dissuade perpetrators of examination malpractice.

Also, bringing foreign materials like iPods, programmable calculators, cell phones and other handheld devices should not be allowed into the examination hall and candidates should also be searched thoroughly before entering the examination hall.

2.3 Theoretical Framework

The way students in Niger State evaluate their self-concept could determine their attitude towards examination malpractice. It is important to note that poor self evaluation could lead one to having wrong belief that one will not be able to perform well in perceived or adjudged difficult tasks such as examinations and consequently, might lead one to develop test anxiety. Accordingly, students' belief in their inability to carry out tasks required for high performance could be closely linked to cheating in examinations (Murdock, Hale, & Webber, 2001). On the other hand, Alutu and Aluede (2006) observed that self-esteem is not a significant factor in determining students' attitude towards examination malpractice.

Attitude could be described as the predisposition or readiness to respond or act in a certain way towards an object. It could be positive or negative and expressed through cognitive, affective, or psychomotor domain. Attitude can be formed through past experiences, socialization, influences from peers and can be affected by self-esteem irrespective of background, status or gender. There was no consensus as to whether gender actually determines students' attitude towards examination malpractice. Some researches posited that gender is not a significant factor in students' attitude towards examination malpractice (Okoro & Udoh, 2014). On the other hand, it was posited (Obidigbo, 2011) that gender determines students' attitude towards examination malpractice. This however, does not preclude a further local investigation into how gender can contribute to the relationship between attitude and examination malpractice, taking cognizance of self-esteem of and peer effects on adolescents in secondary schools in Niger State.

It is worthy of note that despite several researches, government efforts and studies on causes, forms, and possible solutions to examination malpractice to curb or at least reduce examination malpractice in Nigerian and indeed Niger State education system to the barest minimum, the ugly act still persists in secondary school level, even taking on new trends that are more sophisticated and dogged (Okorodudu, 2013) such as use of advanced mobile phones, impersonation and so on. This study is therefore, motivated by the need to ascertain how peer influence and self-esteem of secondary school students in Niger State relate to their attitude towards examination malpractice.

This study is hinged on three theories namely: social learning theory by Albert Bandura; cognitive dissonance theory by Leon Festinger; and hierarchy of needs theory by Abraham Maslow. Bandura (1969) posited that people learn through modelling, imitation and observation. It could be explained by this theory that students learn from their peers through mere observation, imitation and modelling especially when such peers are seen as heroes or heroines. In this way, a student can learn to develop positive attitude towards examination malpractice or even indulge in it through modelling after peers who cheats in examinations without being caught and worse still scores high in such examinations. Similarly, in his theory of cognitive dissonance, Leon Festinger (1956) construed that when a person comes into contact with an opposing attitude, belief or opinion, he experiences inconsistency, incompatibility or dis equilibrium. In order to restore equilibrium and a sense of consistency, he may alter his attitude to conform to the conflicting belief or attitude. In this way, students who has an already formed attitude towards examination malpractice, positively or negatively resulting from parenting style in their various homes which is their first place of socialization may on experiencing dissonance amongst peers alter their attitude positively or negatively to suit that of their peers. Finally, Abraham Maslow saw man a wanting beings whose satisfaction of one need leads to the desire to satisfy the other in order of his hierarchy of

human needs. Self-esteem needs entail the need to love & be loved. According to this theory, belongingness needs are primarily social, for instance, the need for peers. The individual strives for affection and intimate relationships with others, needing to feel part of various reference groups, such as peer group (Ezeh & Okoye, 2010). In consonance with this theory, students who spend most of their time with their peers than with their family, desire to belong and be accepted by their peers (Oni, 2010). This acceptance by peers boosts their self-esteem (Uslu, 2013). On the other hand, any unwillingness to be influenced by peers carries with it the very risk of social rejection which students fear the most, and peer rejection has the capacity to lower the self-esteem of students (Uslu, 2013).

2.4 Empirical Studies

There are numerous study conducted on examination malpractice over the years.

To start with:

According to Asante-Kyei and Nduro (2014), examination malpractice is any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secures any unfair advantage for him or herself, or any other person in such a manner that contravenes the rules and regulation to the extent of undermining the validity, reliability, or authenticity of the examination and ultimately the integrity of the certificates issued.

Badejo and Gandonu (2010) saw examination malpractice as a deliberate act of wrongdoing, as contrary to the official rules, and is designed to place a candidate at an unfair advantage or disadvantage. The system is a careless, illegal or unacceptable behavior by a candidate in a formal test of his knowledge or ability in a particular subject. They further explained the concept as a counter-practice that is against the ethics of examination, and an act of disrespect to all rules and regulations guiding the good conduct of any examination or evaluation process.

In their study, Asante-Kyei and Nduro (2014) defined examination malpractice as any deliberate act of wrongdoing by academic authorities, learners, and parents before, during, and after an exam to give one an upper hand in the assessment or evaluation process. Khan, Khan, and Khan (2012) defined examination malpractice as an illegal way a student uses to pass an examination which could be in the form of bringing note- books into examination halls, cheating during examinations, copying from friends, paying another person to help in attempting the examination, or gaining foreknowledge of questions before the examinations.

(Akinseye, 2005). Gbenda (2008) noted that in 1977 the menace of examination malpractice in Nigeria had reached an alarming stage with the leakage of the West African Examination Council question papers which prompted an investigation and subsequent promulgation of Decree 20 of 1984 by the Federal Government of Nigeria. Since then, the situation has advanced to the extent that examination malpractice in Nigeria had become so internalized and legitimized among students that some of them regard it as the normal process of passing examinations.

According to Achio et al. (2012), examination malpractice end up producing “half-baked” students who hold certificates without the know-how, which cripples productivity. These students may end up losing highly demanding jobs due to incompetence even though the remuneration is high.

Adelakum and Lawal (2008) also outlined the consequential effects of examination malpractice, including erosion of confidence in the education system; loss of credibility in the education assessment; examination agencies discredited, leading to a loss of confidence in the certificates that are issued by the agencies; the rising cost of conducting examinations when massive leakage is established; cancellation of results causing undue suffering to innocent students; increased corruption levels in a society; and eventual

retardation of national development. They further stated that as resourcefulness and creativity are compromised and havoc wreaked on the social, economic, religious and political lives of people, the resultant effects are corruption, lack of seriousness, laziness, and loss of self-confidence among both teachers and students.

Anzene (2014) noted that individuals who are involved in examination malpractice lose their moral direction. Such people no longer recognize ethics as a value in discharging their duties. If they are lawyers, for example, they would corrupt justice and promote unjust causes because they cannot differentiate between an accused person and the complainant.

Anzene further argued that as long as examination malpractice is prevalent, institutions will end up producing the kind of doctors who will forget scissors and towels in the stomach after surgical operations. This vice will continue to produce students with distinctions in our examinations, but without quality knowledge in any definite course or subject. In addition, the system will continue to reward teachers who cannot impart knowledge to the students.

He also asserted that examination malpractice leads to irreversible loss of credibility. He argued that a country that is ranked high in examination malpractice loses international credibility. The implication is that certificates or documents emanating from such a country's educational system will be treated with suspicion and doubt.

CHAPTER THREE

3.0 METHODOLOGY

This section discusses the methods used in the study to collect data and specifically the research design employed, the target population, sample size and sampling procedure, data collection procedures and data analysis methods as well as the instruments used to collect data.

3.1 Research Design

According to Asika (2009), research designs are often referred to as the structuring of investigation aimed at identifying variables and their relationships to one another. In this study, questionnaire serves as useful guide to the effort of generating data for this study. The survey research design through the administration of questionnaires was used for the study.

The research design adopted for this study is a survey research design

3.2 Population of the Study

Due to financial and time constraints, the study was carried out not in all the schools within the local Government. Rather it was carried out in 4 schools out of the total number of schools. Bosso Local Government Area comprises of a total number of 26 secondary schools and an approximate number of 650 teachers. For this reason, this study took the form of a case study whose findings could be generalized to the other 22 schools.

3.3 Sample and Sampling Techniques

The simple random sampling technique was used in selecting 40 students and 10 teachers from each of the 4 secondary school selected in Bosso Local government, Niger state.

3.4 Research Instrument

Questionnaire is the main research instrument used for the study to gather necessary data from the sample respondents.

3.5 Validity of Research Instrument

Validity means the extent to which the research instrument measures what it is supposed to measure. The research instrument was validated by two professional lecturers in science education department to test whether the research measure what is supposed to measure before been carried out to the field.

3.6 Reliability of Research Instrument

Reliability means the accuracy of precision of a measuring instrument. To have a reliable instrument, the questionnaire was pilot tested with 5 teachers and 10 students in another secondary school in bosso local government area. Cronbach Alpha method was used to estimate the internal consistency coefficient of the questionnaire. Cornbach alpha statistics was used because the instrument are in clusters and items are not dichotomously scored. The coefficient obtained was within the range of 0.70 which is deemed reliable.

3.7 Method of Data Collection

An introductory letter seeking for permission to carry out research work was given to the researcher from the department, researcher get access to the data through the Niger state ministry of education, the department of research and planning, was also taken to sampled school which permission was granted to the researcher. The questionnaire was administered to the respondent by the researcher.

The questionnaire is structured type and provides answers to the research questions. This instrument is divided and limited into two sections; Section A and B. Section A deals with the personal data of the respondents while Section B contains research statement postulated in line with the research question in chapter one. Options or alternatives are provided for each respondent to pick or tick one of the options.

3.8 Method of Data Analysis

Simple percentage was used to compute demography Information, Mean and Standard

Deviation were used to answer research question while t-test was used to test the hypothesis at 0.05 level of significance. This level of significance form the bases for rejecting or accepting each of the hypothesis, from which findings, discussions and summary will be arrive at Computer Software Statistical Package for Social Science (SPSS) version 23.00 was used for the analysis.

CHAPTER FOUR

4.0 DATA ANALYSIS AND RESULTS DISCUSSION

4.1. Demographic Information

Table 1: Sample Distribution

Group	Frequency		Total	
	M (%)	F(%)	F	%
Teachers	13 (32.5)	27(67.5)	40	100
Students	68 (42.2)	93(57.8)	161	100

Table 1 describes the distribution of the sample of the study. There are 40 teachers who participated, 13 males (32.5%) and 27 females (67.5%). The students that participated were 161 students, 68 males (42.2%) and 93 females (57.8%) respectively.

Research Question 1

What is the teachers' perception of innovative examination malpractices in secondary schools in Bosso.

Table 2: Mean Perception of Teachers on Innovative Examination malpractices Use

S/N	Items	Mean	Std.Dev	Remark
1.	Use of coded information stored in handheld devices sneaked into the examination hall is a new examination malpractice.	3.80	1.31	
2.	Leaked question papers with answers downloaded from dubious websites and blogs are new dimension of examination	3.75	1.21	

malpractice

3. Use of mobile devices in exchange of answers among candidates and touts (outside the hall) is a new mode of during examinations 3.35 1.46
 4. Copying of notes into iPod which are taken into examination centers is an innovative examination malpractice 3.50 1.38
 5. Stuffing needed information on registration forms and taken into the examination hall is another new form of examination malpractices 3.27 1.30
 6. Taking pictures of notes with cell phones and using same to gain unfair advantage during examination is a new form of malpractice 3.05 1.50
 7. Voice recording of notes on mobile devices for use during examination is an innovative malpractice 3.08 1.59
 8. Snapping of question papers and sending same to someone outside the examination hall, with answers sent back as image or text message is a new dimension of examination malpractice. 3.25 1.58
-

9. Storage of needed note and formula in programmable calculators for use during examination is new examination malpractice	3.13	1.47
10. Hacking of electronic examination databases is a current trend of examination malpractices	3.35	1.67
11. Maneuvering sitting arrangement for students to facilitate cheating during examination	3.38	1.37
12. Tempering with thumbs to disguise original thumbprint on scanners is a new form of examination malpractice	3.13	1.49
13. Late coming to the e- examination center to have hints from the first batch(Life Score) is a new way of examination malpractice	3.07	1.39
14. Use of wrist watch during examination is a new examination malpractice	3.65	1.46
15. Deliberate clueing the key answers by the teachers in e-test items is an innovative examination malpractice	3.13	1.52
16. School authorities conniving with computer experts to maneuver test scores is a new form	3.25	1.41

of examination malpractice

17. Invigilators conniving with others to divert CCTV to facilitate cheating is a new way of examination malpractice	3.32	1.51
18. Teachers sending authored questions via social media is a new form of examination malpractice	3.2	1.47
Grand Mean	3.31	1.45

Table 2 presents mean and standard deviation of teacher's perception of innovative examination malpractices. From the grand mean of 3.31, and standard deviation of 1.45, it is evident that the teachers perceived that use of coded information stored in handheld devices, questions and answers downloaded from dubious websites and blogs, use of mobile devices in exchange of answers among , stuffing needed information on registration forms, copying of notes into iPad which are taken into examination centres, stuffing relevant information on registration forms, taking pictures of notes with cell phones, voice recording of notes on mobile devices, storage of relevant notes and formulas in programmable calculators, hacking of electronic examination databases, manoeuvring sitting arrangement for students to facilitate cheating, tempering with thumbs to disguise original thumbprints on scanners, late coming to the e- examination centre to have hints from the first batch(Life Score), use of wrist watch during examination, deliberate clueing the key answers by the teachers in e-test items, conniving with computer experts to manoeuvre test scores, invigilators conniving with others to divert CCTV to facilitate cheating and teachers sending authored questions via social media: are all innovative examination malpractices.

Research Question 2

What is the students' perception of innovative examination malpractices in secondary schools in Bosso?

Table 3: Mean Perception of Students on Innovative Examination malpractices

S/N	Items	Mean	Std.Dev	Remark
1.	Use of coded information stored in handheld devices sneaked into the examination hall is a new examination malpractice.	3.12	1.38	
2.	Leaked question papers with answers downloaded from dubious websites and blogs are new dimension of examination malpractice	3.28	1.34	
3.	Use of mobile devices in exchange of answers among candidates and touts (outside the hall) is a new mode of during examinations	3.34	1.27	
4.	Copying of notes into iPod which are taken into examination centers is an innovative examination malpractice	3.10	1.34	
5.	Stuffing needed information on	3.08	1.37	

registration forms and taken into the examination hall is another new form of examination malpractices		
6. Taking pictures of notes with cell phones and using same to gain unfair advantage during examination is a new form of malpractice	2.97	1.34
7. Voice recording of notes on Bluetooth devices for use during examination is an innovative malpractice.	3.16	1.28
8. Snapping of question papers and sending same to someone outside the examination hall, with answers sent back as image or text message is a new dimension of examination malpractice.	3.01	1.35
9. Storage of needed note and formula in programmable calculators for use during, examination is new examination malpractice	2.93	1.40
10. Hacking of electronic examination databases is a current trend of examination malpractices	2.96	1.27

11. Maneuvering sitting arrangement for students to facilitate cheating during examination	3.07	1.34
12. Tempering with thumbs to disguise original thumbprint on scanners is a new form of examination malpractice	3.08	1.28
13. Late coming to the e- examination center to have hints from the first batch(Life Score) is a new way of examination malpractice	2.91	1.37
14. Use of wrist watch during examination is a new examination malpractice	2.76	1.32
15. Deliberate clueing the key answers by the teachers in e-test items is an innovative examination malpractice	2.81	1.31
16. School authorities conniving with computer experts to maneuver test scores is a new form of examination malpractice	2.94	1.32
17. Invigilators conniving with others to divert CCTV to facilitate cheating is a new way of examination malpractice	2.96	1.33
18. Teachers sending authored questions via social media is a new form of examination	2.70	1.44

malpractice	3.01	1.34
Grand Mean		

Table 3 presents mean and standard deviation of student's perception of innovative examination malpractices in secondary schools in Bosso. From the grand mean of 3.31, and standard deviation of 1.45, it is evident that the students also perceived that use of coded Information stored in handheld devices, questions and answers downloaded from dubious websites and blogs, use of mobile devices in exchange of answers among , stuffing needed information on registration forms, copying of notes into iPad which are taken into examination centres, stuffing relevant information on registration forms, taking pictures of notes with cell phones, voice recording of notes on mobile devices, storage of relevant notes and formulas in programmable calculators, hacking of electronic examination databases, manoeuvring sitting arrangement for students to facilitate cheating, tempering with thumbs to disguise original thumbprints on scanners, late coming to the e- examination centre to have hints from the first batch(Life Score), use of wrist watch during examination, deliberate clueing the key answers by the teachers in e-test items, conniving with computer experts to manoeuvre test scores, invigilators conniving with others to divert CCTV to facilitate cheating and teachers sending authored questions via social media: are all innovative examination malpractices

Research Hypothesis One

There is no significant difference between the male and female teachers' perception of innovative examination malpractices in secondary schools in Bosso

Table 4: T-test of the Gender Differences of Teachers Perception of Innovative Examination malpractices.

Teachers	N	Df	Mean	Stand. Dev.	t-value	P-Value	Remark
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Male	13	38	66.00	9.56	1.753	.088	Not Sig.
Female	27		56.59	18.08			

Table 4 explain the t-Test results of the Gender Differences of Teachers Perception of Innovative Examination malpractices in secondary schools in Bosso Local Government. From the results, the mean scores of male teachers was 66.00, standard deviation 9.56, and female teachers had 56.60, standard deviation 18.08. $t(38) = 1.753, p > 0.005$. Therefore, the null hypothesis was retained as there was no significant difference between the male and female teachers' perception of innovative examination malpractices.

Research Hypothesis Two

There is no significant difference between the male and female students' perception of innovative examination malpractices in secondary schools in Bosso

Table 5: T-test of the Gender Differences of Teachers Perception of Innovative Examination malpractices

Students	N	Df	Mean	Stand. Dev.	t-value	P-Value	Remark
Male	68	159	53.76	5.40	-.780	.437	Not Sig.
Female	93		54.46	5.75			

Table 5 explain the t-Test results of the gender differences of students' perception of innovative examination malpractices in secondary schools in Bosso Local Government. From the results, the mean scores of male teachers was 66.00, standard deviation 9.56, and female teachers had 56.60, standard deviation 18.08. $t(38) = 1.753, p > 0.005$. Therefore, the null hypothesis was retained as there was no significant difference between the male and female teachers' perception of innovative examination malpractices.

Summary of findings;

1. Teachers and students perceived that use of coded information stored in handheld devices, questions and answers downloaded from dubious websites and blogs, use of mobile devices in exchange of answers among , stuffing needed information on registration forms, copying of notes into iPad which are taken into examination centers, stuffing relevant information on registration forms, taking pictures of notes with cell phones, voice recording of notes on mobile devices, storage of relevant notes and formulas in programmable calculators, hacking of electronic examination databases, maneuvering sitting arrangement for students to facilitate cheating, tempering with thumbs to disguise original thumbprints on scanners, late coming to the e- examination centre to have hints from the first batch(Life Score), use of wrist watch during examination, deliberate clueing the key answers by the teachers in e-test items, conniving with computer experts to maneuver test scores, invigilators conniving with others to divert CCTV to facilitate cheating and teachers sending authored questions via social media: are all innovative examination malpractices.
2. There was no significant difference between the male and female teachers' perception of innovative examination malpractices.
3. There was no significant difference between the male and female students' perception of innovative examination malpractices.

Discussion of Results.

Research question one inquires on the perception of teachers on innovative examination malpractice in secondary schools in Bosso. The results shows that the above listed instruments in table 3 were agreed by the teachers as the innovative forms of examination malpractices among secondary school students in Bosso which is a confirmation of the comment made by Akinseye (2005) and Gbenda (2008) which says 'in 1977 the menace of examination malpractice in Nigeria had reached an alarming stage with the leakage of

the West African Examination Council question papers which prompted an investigation and subsequent promulgation of Decree 20 of 1984 by the Federal Government of Nigeria’.

Research question two investigated the perceptions of students on innovative examination malpractice in secondary schools in Bosso. The grand mean and grand standard deviation on student perception on examination malpractice reveals that the students professed that the listed forms of examination malpractices mentioned are all forms of innovative examination malpractices indulged in during various examinations and is a confirmation of a definition on examination malpractice as defined by Khan *et al* (2012) which states; ‘examination malpractice as an illegal way a student uses to pass an examination which could be in the form of bringing note- books into examination halls, cheating during examinations, copying from friends, paying another person to help in attempting the examination, or gaining foreknowledge of questions before the examinations.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

5.1 Summary

The purpose of this study is to investigate the innovative examination malpractice perceived by teachers and students of secondary school in Bosso local government of Niger state, Nigeria. The instrument use for the study was tagged predisposing factors toward examination malpractice questionnaires. The instrument was administered to 161 students and 40 teachers respectively from four selected secondary schools, whereby 40 students and 10 teachers were selected from each school. The study indicated that social preference for paper qualification, inadequate preparation for examination, lack of self-confidence, ill equipped schools, lack of good study habits cause examination malpractice. On the basis of the result it was recommended that concerted effort should be made at improving the level of discipline among students through counselling service in the school. Also parent should not mount pressure on student to pass at all cost, termination of appointment of any examination officials and teacher's involved in examination malpractice should be in force to serve as a deterrent to others.

5.2 Recommendation

Based on the conclusion, the following recommendations are made up

- Mounting of anti-malpractice billboards in all schools in Bosso local government area of Niger state.
- Over population should be discouraged in schools. Schools should admit students with manageable students staff ratio for proper supervision
- Staffs in all educational institutions need to be adequately remunerated to promote hard works and commitment to duties

- The Corrupt practice investigation bureau, code of conduct bureau, anti-corruption commission and so on must be made to function as expected to deal with the perpetrators
- The government and school administrators should constantly organize seminars and workshops to educate the students, parents, lecturers, teachers and school administrators on the consequences of examination malpractice.
- Honesty should be rewarded in the society to promote rejection of fraud, cheating, bribery and corruption.

5.3 Conclusion

Conclusively, examination malpractice could lead to loss of confidence in oneself, loss of self-esteem, lack of determination and indolence. It also acts as a source of future persistent sadness, which could cause psychological, emotional and physical disorder to the victim.

Therefore, it should be seen as the enemy of the society and it should be jettisoned

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5-8.

APPENDIX

TEACHERS PERCEPTION

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ITEM 1	40	1	5	3.80	1.305
ITEM 2	40	1	5	3.75	1.214
ITEM 3	40	1	5	3.35	1.460
ITEM 4	40	1	5	3.50	1.377
ITEM 5	40	1	5	3.27	1.301
ITEM 6	40	1	5	3.05	1.501
ITEM 7	40	1	5	3.08	1.591
ITEM 8	40	1	5	3.25	1.581
ITEM 9	40	1	5	3.13	1.471
ITEM 10	40	1	5	3.35	1.673
ITEM 11	40	1	5	3.38	1.372
ITEM 12	40	1	5	3.13	1.488
ITEM 13	40	1	5	3.07	1.385
ITEM 14	40	1	5	3.65	1.460
ITEM 15	40	1	5	3.13	1.522
ITEM 16	40	1	5	3.25	1.410
ITEM 17	40	1	5	3.32	1.509
ITEM 18	40	1	5	3.20	1.471
Valid N (listwise)	40				

GENDER

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Teachers' Perception	Male	13	66.0000	9.55685	2.65059
	Female	27	56.5926	18.08369	3.48021

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher's Perception	Equal variances assumed	6.431	.015	1.753	38	.088	9.40741	5.36521	-1.45389	20.26871
	Equal variances not assumed			2.150	37.542	.038	9.40741	4.37464	.54786	18.26695

STUDENTS PERCEPTION

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ITEM 1	161	1	5	3.12	1.382
ITEM 2	161	1	5	3.28	1.343
ITEM 3	161	1	5	3.34	1.274
ITEM 4	161	1	5	3.10	1.338
ITEM 5	161	1	5	3.08	1.369
ITEM 6	161	1	5	2.97	1.339
ITEM 7	161	1	5	3.16	1.277
ITEM 8	161	1	5	3.01	1.349
ITEM 9	161	1	5	2.93	1.397
ITEM 10	161	1	5	2.96	1.267
ITEM 11	161	1	5	3.07	1.338
ITEM 12	161	1	5	3.08	1.275
ITEM 13	161	1	5	2.91	1.371

ITEM 14	161	1	5	2.76	1.317
ITEM 15	161	1	5	2.81	1.311
ITEM 16	161	1	5	2.94	1.321
ITEM 17	161	1	5	2.96	1.327
ITEM 18	161	1	5	2.70	1.440
Valid N (listwise)	161				

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
PERCEPTIO	MALE	68	53.7647	5.40347	.65527
N	FEMALE	93	54.4624	5.75318	.59658

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
PERCEPTIO	Equal variances assumed	.135	.714	-.780	159	.437	-.69766	.89487
	Equal variances not assumed			-.787	149.367	.432	-.69766	.88616

Case Processing Summary

	N	%
Cases Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.703	18

FEDERAL UNIVERSITY OF TECHNOLOGY MINNA
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF SCIENCE EDUCATION

EXAMINATION MALPRACTICE PERCEPTION QUESTIONNAIRE (EMPQ)
SECONDARY SCHOOLS INNOVATIVE EXAMINATION MALPRACTICES

Introduction

This is a questionnaire designed to solicit your response on your perception of the innovative examination malpractice in schools. You are hereby, requested to response to the items with utmost sincerity and all responses would be treated with high level of confidentiality.

Thank you.

SECTION A

Demographic Information

Gender: Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Status: Teacher	<input type="checkbox"/>	Students	<input type="checkbox"/>

SECTION B

S/N	Student have tendency and do attempts using the following	SA	A	N	D	SD
1.	Coded information stored in handheld devices which are to be brought into the examination hall.					
2.	Leaked question papers with answers downloaded from dubious websites					

3.	Use of mobile devices in exchange of answers among candidates and touts (outside the hall) during examinations					
4.	Copying of notes into iPod which are taken into examination centers					
5.	Stuffing needed information in cell phones and taken such into the examination hall					
6.	Taking pictures of notes with cell phones and using same to gain unfair advantage during examination					
7.	Voice recording of notes for use during examination					
8.	Snapping of question papers and sending same to someone outside the examination hall, with answers sent back as image or text message.					
9.	Storage of needed note and formula in programmable calculators for use during, examination.					
10.	Use of scientific calculator in examination is the most common innovative means of examination malpractices					
11.	Maneuvering sitting arrangement for students to facilitate cheating during examination					
12.	Tempering with thumbs to disguise original thumbprint on scanners					
13.	Hacking of data base to get into the question bank of e-center					
14.	Use of wrist watch during examination					
15.	Deliberate clues to answer by the teachers in e-test items					
16.	School authorities colluding/conniving with examination officers and invigilators to assists students					
17.	Invigilators conniving with students to cheat in examination halls.					
18.	Teachers sending prepared answers to students during examination.					
19.	Leaking examination papers by teachers and examination officials					

20.	Intentionally wrongly seated					
21.	Use of cell phones calculators in examination where calculators are not allowed					
22.	Use of handheld devices to browse for solution during an examination.					