

## **EFFECT OF EXAMINATION MALPRACTICE TO THE PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN BABURA LOCAL GOVERNMENT, JIGAWA STATE**

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### **ABSTRACT**

*The study investigated effect of examination malpractice on the performance of secondary school students in Babura local government area, Jigawa state. Four (4) research questions were used for the study with descriptive survey design adopted. Purposive sample technique and sample size of 200 respondents composed of thirty five (35) teachers and hundred and fifty (150) students and (15) community members were used for the study. The responses were analyzed using arithmetic. The study was reported, among other things, that population explosion, corruption, fear of examination failure, parent' pressure, and laziness on the part of the students, bring about examination malpractice. It was recommended that adequate re-orientation of all parties to examination malpractice; safe keeping of examination question papers and answered scripts, adequate sitting arrangement of students during examinations would help to solve the menace of examination misconduct in our school system.*

**Keywords:** *Examination Malpractice, Secondary Schools, Students, Babura.*

## **INTRODUCTION**

Examination has been viewed in different ways by different authors, educationists and researchers. Examination is an organized assessment technique which presents individuals with a series of questions or tasks geared towards ascertaining, if the individual acquired skills and knowledge. Examination has been generally accepted as the best means of assessment. It is a formal test of knowledge or ability. In fact, in a school setting, examination is a means of evaluating the quantity of knowledge a student has acquired within a specific period of time. Adekunle (2003) sees examination as an instrument used for the assessment of individual skills and knowledge-content, both in general and specific area of study. Teaching and learning become more effective when the students are subjected to an examination process to determine the extent to which the students have assimilated the content of the instruction given and the teacher can also assess himself from the performance of the students.

Adesina (2000) traced the history of examination malpractice in Nigeria to 1914. When there was a leakage of the Cambridge examination. Malpractice became widespread in schools hence in 1967, the Alexander Commission was set up as a special commission of inquiry to investigate the incidences of malpractice in Nigeria. In 1977, there was a widespread leakage of the West Africa School Certificate Examination questions. Government took it as a challenge to address issues of examination malpractice. A special conference was held in that regard at Ibadan in 1986. Decrees were promulgated, schools were sanctioned, results cancelled and invigilators arrested all in a bid to curb malpractice.

## **Material and Methods**

A descriptive survey research design was employed for this research. The purpose of survey research design is to describe characteristics of a population [Fraenkel & Wallen, 2006]. Survey research is primarily quantitative research technique in which researcher administers some sort of survey or questionnaire to a sample of cases or individual in order to describe their opinion, attitude, experience or behaviors. Therefore, survey design was appropriate for this research in that it helped to collect data from the teacher's students, parents, and community members in order to determine their current status regarding the effect of Examination Malpractice to the performance of secondary school students in Babura local government area, jigawa state.

The target population for the research consisted of all secondary school students in Babura local government area, the accessible population then include; Government Day Secondary School Babura, Government Girls Arabic Secondary School Babura, Government Day Jigawa Dan-Ali, Government Day Kanya, Government Day Garu, all in Babura local Government.

The instrument for data collection was a structured questionnaire; with 4 point scale to ensure the reliability of data.

## Results and Discussion

The result of the research was presented in the table below;

**Table 1: Socio-demographic Characteristics of the Respondents**

Age	Frequency	percentage
Below 20 years	40	20%
20 years and above	67	33.5%
30 years to 45	74	37%
45 years to above	19	9.5%
Sex	Respondents	Percentage
Male	92	46%
Female	108	54%
Total	200	200

Source: Field Survey, 2019

The table above shows the age of the respondents of two hundred variable whereas 40 among the respondents were below 20 years age which represent 40%, and 67% were at the age of 20 years and above, and from 30 years up to 45 years, 74 respondents represent 74% and from 45 years and above 19 respondents. The sex of the respondents is 92 males, and 108 females.

**Table 2: Locations of respondents**

Town	Respondent	Percentage
Babura	80	80%
Jigawa Dan Ali	40	40%
Kanya	40	40%
Garu	40	40%
Total	200	200%

Source: Field Survey, 2019

The above table shows the area sampled for the study. The questionnaires were administered based on the population of each sampled location. Therefore, 80 questionnaires in Babura town, while 40 questionnaire for jigawa Dan Ali town, 40 questionnaires for Kanya town, and Garu.

**Table 3: Sampled Schools**

School	Respondent	Percentage
Government Day Secondary Sch. Babura	33	33%
Government Arabic Secondary Sch. Babura	32	32%
Government Day Jigawa Dan Ali	40	40%
Government Day Kanya	40	40%
Government day Garu	40	40%

Source: Field Survey, 2019

This table shows the sample of some selected school, and also indicates the number of respondents in each among them, whereby 33% of respondents represents the respondents of Government Day Secondary School Babura, and 32% indicates the number of respondents in Government Girls Arabic Secondary School Babura, then 40% of respondents were the response of Government Day Jigawa Dan-Ali, also 40% indicates the number of response in Government Day Kanya and 40% represents the number of respondents in Garu Secondary School.

**Table 4: Status of the respondents**

Status	Frequency	Percentage
Teachers	35	35%
Students	150	150%
Community members	15	15%
Total	200	200

Source: Field Survey, 2019

Table above indicates the status of the respondents which shows that 35% were teacher and 150% among the respondents are students and 15% among the respondents are community members in Babura Local Government Area.

**Table 5: What are the effects of examination malpractices?**

S/N	RESEARCH ITEMS	SA	A	D	SD	EF
1	Examination malpractices discourage good students from studying harder?	66	80	45	09	200
2	Students use to become dependents rather than independent?	57	38	50	45	200
3	Examination malpractices make students to be very lazy?	87	92	19	02	200
4	De –recognition of examination results of secondary school?	95	88	12	05	200
5	Examination malpractices make student To be corrupted	93	89	18	0	200

Source: Field Survey, 2019

This table indicates the responses given by different people based on their opinion in research items 1,2,3,4, and 5. However, based on their responses, it has been concluded that, examination malpractice affect good students in their study habit, make students to be dependent, and also contribute to the laziness of the students, at the end it makes students to be corrupt.

**Table 6: What are the factors that bring about examination malpractice?**

<b>6</b>	Most of the parents quest for examination success to their children?	98	87	10	05	200
<b>7</b>	Improper arrangement of examination hall?	67	56	58	19	200
<b>8</b>	Teacher inability to teach well and cover the scheme?	95	87	03	12	200
<b>9</b>	Lack of proper invigilation	58	92	33	17	200
<b>10</b>	Emphasis on paper qualification	67	45	56	32	200

Source: Field Survey, 2019

The table 6 above shows the suggested research items in the sense that it constitute the factors that bring about examination malpractice, the opinions given indicate that most of students, teachers and community member were of the view that, interest of parents for examination success by all means, lack of proper arrangement in examination hall, inability of some teachers to cover the scheme and teach well, lack of good invigilation, emphasis on student to get certificate rather than knowledge, are the factors that bring examination malpractice.

**Table 7: How can examination malpractices be controlled?**

<b>11</b>	Adequate funding of secondary education?	65	57	38	40	200
<b>12</b>	Adequate sitting arrangement during examination?	87	65	38	10	200
<b>13</b>	Students should desire to acquire knowledge	99	89	07	05	200
<b>14</b>	Prevent examination anxiety among the students?	89	93	13	05	200
<b>15</b>	Employment of adequate, dedicated and qualified teachers?	67	98	18	17	200

Source: Field Survey, 2019

The table above shows the responses which indicate that most of the respondents accept that, adequate funding, adequate sitting arrangement in examination and preventing of examination anxiety among the students, so also employing adequate and dedicated teacher are the factors that can control examination malpractices.

**Table 8: What are the control measures in curbing examination malpractice?**

16	The question should be well defined and easily understood by students?	105	90	03	02	200
17	Safe keeping examination question and answer sheets?	109	85	04	0	200
18	Adequate spacing of students during examination?	120	72	05	03	200
19	Proper supervision by the external supervisor?	67	88	37	08	200
20	Re-orientation of invigilators and teachers on examination?	95	87	15	03	200

Source: Field Survey, 2019

This table above shows the responses of the interviewee which indicated that majority of the respondents were of the view that, safe keeping of examination question and answer script, adequate spacing of student during exam, re-orientation of invigilators and teachers as well as making examination questions well defined and easily understood by students, are the control measures in curbing examination malpractices.

### **Recommendation**

Based the findings made, the researcher recommended the following;

- The school authority and the government should sponsor awareness campaigns against examination malpractice. Such campaigns should focus on: (a) Rich/wealthy parents attitudes towards their children's education.
- War against examination malpractice must be launched right from the primary level of education and appropriate disciplinary measures taken as soon as such cheating behaviours or attitude occur. The general populace should be made aware of the existing problems through frequent radio jingles as well as Television dramas.
- Logistic values should be applied, there should be proper control of the supply, distribution and custodian of examination material should be made in order to avoid leakage.
- There should be re-orientation towards moral values, moral instruction that can adequately provide the understanding of the ills of examination malpractices.
- There should be proper sitting arrangement in examination class or hall.
- Internal and external supervisors should be paid all their allowances so that they will not be deceived with some amount of money.

## **Conclusion**

Based on the findings of the study, it has been shown that examination malpractice could be traced as far back as 1914, decades ago before WAEC. Examination malpractice changes in variety of ways. Teachers and invigilators should be aware of this. Students are always modifying their ways of cheating. Therefore, there is need for councilors to be concerned with these modifications.

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