



**CONSEQUENCES OF EXAMINATION MALPRACTICE ON THE STUDENTS
ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN GASHUA/NGURU
EDUCATION ZONE YOBE STATE, NIGERIA.**

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ABSTRACT

This study is to determine the consequences of examination malpractice on the student academic achievement in secondary schools in Gashua/Nguru Education Zone Yobe state Nigeria. Three objectives and three research questions were formulated to guide the study. A survey research design was used for the study and population consisted of three categories of participants which include (4500) four thousand five hundred SS1 students, (5400) five thousand four hundred SS11 students and (5410) five thousand four hundred and ten SS111 respectively, totaling (15310) fifteen thousand three hundred and ten with a sample size of two hundred and forty (240) as suggested by research advisors' table of sampling 2006. The instrument used for data collection was a structured questionnaire. The data collected was analyzed using mean and frequency table. The result showed that un seriousness among students and teachers and overloaded syllabus are the causal agent of the examination malpractice among secondary schools. The researchers recommended that workshop and seminars should be organized for both the teachers, parents and examination officers for them to see the need to fight against the menace among students.

Keywords: Examination, malpractice, consequences, academic, achievement.

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1. 0. INTRODUCTION

The examination system is the periodic testing and measurement of students after acquisition of experience is known as examination (Efe 2011). Examination is the pivotal point around which the whole system of education revolves and the position of the system of examination is indeed an indicator of the success or failure of that particular system of education (Olushola, 2013). Examinations vary in style, rigor and requirements. For example, in a closed book examination, an examinee is often required to rely upon memory to respond to certain items, where as in open book examination, the examinee may use one or more supplementary tools such as reference books or calculators. Examination may be administered formally or informally. An example of a formal examination is the final examination administered by a teacher in the class room while informal examination would be a reading examination administered by a parent to a child. Similarly, standard examinations are scored in consistent manner while nonstandard examinations are usually flexible in scope and format. Examination could be in written form, multiple choice, completion type, essay, true/false, mathematical question, or performance test. Olushola (2013) further submitted that the two basic assumptions of any examination worth its name are that (a) it should be valid and (b) it should be reliable. The two are distinct concepts. Olushola (2013), went further to state that undoubtedly, standards of performance at examinations have declined considerably within the past ten years or there about. The most disturbing aspect of it all is the participation or involvement of school administrators, parent/guardians, and examinations personnel in examination malpractice. The rampant private and special centers for external examination like JAMB, WAEC and NECO are clear manifestations of the involvement of non-school administrators in the perpetration of examination malpractice. The administration of former Nigerian President, Obasanjo, in 2006 stated that by 2010 if educationists and stakeholders did not show interest on the reorientation and re-channeling of the youth at the post-primary schools to a more acceptable and drastic



reduction in examination malpractices, the nation's educational standard is bound to rot in pains. How one comes to acquire knowledge, what one comes to know and why such knowledge is possible is a function of cognitively learning in schools, said Mbanefo (2015)

However, to me examination malpractice refers to any deliberate act of wrongdoing or cheating during an examination with the intention of gaining an unfair advantage or altering the outcome of the examination. Examination malpractice can take many forms which include: 1. Cheating that is copying from another student work or using authorized materials during examination. 2. Impersonation which refers to assuming someone else identity or allowing someone else to take the examination on one behalf. 3. Leakage of examination materials it has to do with stealing or obtaining examination questions or answer before the examination. 4. Collusion this means working with other to cheat or share answer during the examination. 5. Bribery offering or accepting bribes in exchange for favorable treatment or grade.

More so, the causes of examination malpractice involve several factors which directly or indirectly contribute to the such vices. It includes the following pressure to succeed, the pressure to perform well can lead students to resort to malpractice. Secondly, lack of preparations or poor preparation as well as inadequate studying can lead to students to cheat. Thirdly, fear of failure of failing an examination can cause students to engage in malpractice. Fourthly, poor supervision or monitoring during examination can create opportunities for malpractice. Fifthly, corruption among examination officials or educators can contribute to malpractice.

Lastly, the combat examination malpractice, the following consider as solutions to be implemented: Improve supervision to ensure adequate supervision and monitoring during examinations. Secure examination materials and implement secure storage which handling procedures for examination materials. Establish system for anonymous reporting of suspected malpractice. Strict penalties to be impose for those found guilty of malpractice. To educate students about the consequences of malpractice and promote a culture of academic integrity. To



utilize technology, such as online protecting and biometric identification to prevent and detect malpractice. To conduct regular audit to ensure integrity of the examination process.

2. 0. RESEARCH OBJECTIVES

The following are objectives formulated to guide the study:

1. To determine the causes of examination malpractice among students of secondary schools in Gashua/Nguru education zone area of Yobe state.
2. To examine the effects of examination malpractice among secondary school students in Gashua/Nguru education zone area of Yobe state.
3. To find out solutions to the issues of examination malpractice among students of secondary schools in Gashua/Nguru education zone area of Yobe state.

The following research questions were raised to guide the study.

1. What extents are the causes of examination malpractice among the students of secondary schools in the study area?
2. What are the effects of examination malpractice among the secondary schools' students in the study area?
3. What are the solutions of examination malpractice among secondary schools' students in the study area?

3. 0. METHODOLOGY

The researcher used survey research design to fashion the study and population consist three categories of participants which include (4500) four thousand five hundred SS1 students, (5400) five thousand four hundred SS11 students and (5410) five thousand four hundred and ten SS111 respectively totaling of (15310) fifteen thousand three hundred and ten with a sample size of two hundred and forty (240) as suggested by research advisors table of sampling (2006). The



instrument used for data collection was a structured questionnaire. The instrument was constructed by the researchers and validated by the three expert in other to piece out unnecessary faulty and language clarity while 0.75 were obtained using person product moment correlation test to determine the reliability of instrument which indicated that the instruments is reliable. The questionnaire was administered to the respondents by the researchers.

4.0. RESULTS AND DISCUSSION

4.1. Research Question 1: What extents are the causes of examination malpractice among the students of secondary schools in the study area?

Table 1: Mean response on the causes of examination malpractice among students of secondary schools. questionnaire was collected from the respondents after they have filled at a spot. Data were analyzed using mean sand frequency tables.

S/N	ITEMS	SA	(4)	A (3)	D (2)	SD (1)	N	ΣFX	X	Remarks
1.	Paper qualification	140	100	-	-	240	860	3.6	A	
2.	Parent desire for their children to past at all	120	120	-	-	240	840	3.5	A	
3.	Un seriousness among the students to study their books	180	60	-	-	240	900	3.8	A	
4.	Un seriousness among the teachers to teach	150	90	-	-	240	870	3.6	A	
5.	Overloaded syllabus	200	40	-	-	240	920	3.8	A	



From the computed mean in table 1, it shows that items 1-5 have the mean score of 3.6,3.5,3.8,3.6,3.8 respectively which indicated that the respondents agreed on the listed causes of examination malpractice among secondary school's students in the study area.

Research Question 2

What are the effects of examination malpractice among the secondary schools' students in the study area?

Table 2: Mean response on the causes of examination malpractice among students of secondary schools.

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	ΣFX	X	Remarks
6.	Low education standard	120	120	-	-	240	840	3.5	A
7.	Graduates produced are half backed	140	100	-	-	240	860	3.6	A
8.	Mass failure	150	90	-	-	240	870	3.6	A
9.	Students will be A reluctant to study for exams		180	60	-	240	900	3.8	
10.	Academic achievements of students will decrease	200	40	-	-	240	920	3.8	A

From the computed mean in table 2, it shows that item 6-10 have the mean scores of 3.5,3.6,3.6,3.8,3.8 which clearly indicated that the respondents agreed on the listed effects of examination malpractice on the academic achievement of secondary school's students

Research Question 3

What are the solutions of examination malpractice among secondary schools' students in the study area?



Table 3: Mean responses on the solutions of examination malpractice among secondary schools' students in the study area

S/N	ITEMS	SA (4)		A (3)	D (2)	SD (1)	N	ΣFX	X	Remarks
11.	Conducting workshops seminars against exams malpractice	150		90	-	-	240	870	3.6	A
12.	Constant supervision of teachers' activities	140	100	--		-	240	860	3.6	A
13.	Bringing laws that prohibit examination malpractice	200	40	-	-		240	920	3.8	A
14.	Enforcing a corporal Punishment for anyone caught in the act of malpractice	120	120	-	-		240	840	3.5	A
15.	External supervisors should be assigned during examination to checkmate both the teachers and students activities in the examination hall	180	60	-	-		240	900	3.8	A

From the mean computed in table 3, it shows that items 11-15 have the same mean score of 3.6,3.6,3.8,3.5 and 3.8 respectively which shows that the respondent agreed on listed in respect to the solutions of examination malpractice in secondary schools in the study area.

4.2. Discussion of finding

Findings from table 1 showed that paper qualification, parents desire for their children to pass at all cost, un seriousness of the students to study their books, un seriousness from the side of the teachers to teach as well as overloaded syllabus are one of the causal agent of examination malpractice among the students of secondary schools. The findings had the support of



Ochuku(2012) viewed that due to the high level of greediness of teachers, they engaged themselves in to examination malpractice. Findings in table 2 showed that low level of educational standard, graduate produced are half backed, mass failure of students, will be reluctant to study for examinations and their achievement will drastically decrease which lead to the effects of examination malpractice and their academic achievement in secondary school in the study area. Findings in table 3 revealed the solutions of examination malpractice which include; conducting workshops and seminars against examination malpractice, constant supervision of schools and teachers' activities, bringing laws that prohibits examination malpractice, enforcing a corporal punishment for everyone caught in the act of malpractice and lastly external supervisors should be assigned during examination to checkmate both the activities of the teachers and students in the examination hall

5.0. SUMMARY AND CONCLUSION.

5.1. Summary

In summary the researchers examined the consequences of examination malpractice on the students' academic achievement in secondary schools in Gashua/ Nguru education zone area of Yobe state. Three objectives have been formulated to guide the study which includes the following: to determine the causes of examination malpractice among students of secondary schools in Gashua/Nguru education zone area of Yobe state.,to examine the effects of examination malpractice among secondary school students in Gashua/Nguru education zone area of Yobe state, to find out solutions to the issuesof examination malpractice among students of secondary schools in Gashua/Nguru education zone area of Yobe state as well as thee research questions formulated to guide the study. A survey research design was used to fashion the study and population consist three categories of participants which include (4500) four thousand five hundred SS1 students, (5400) five thousand our hundred SS11 students and (5410) five thousand four hundred and ten SS111 respectively totaling of (15310) fifteen thousand three hundred and



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5.2. Conclusion

From the above findings of the study the researchers came out with the sound conclusion with regards to consequences of examination malpractice. The of examination malpractice has become a serious issue of concerned in educational sector therefore, it is necessary the government, educational stake holders and ministries, educational board, parastatals, parent teachers' association and school based management committee should weak up and put pressure to control such menace among secondary schools' students to save their academic achievement and the country in general.

Competing Interest

The author had declared that no conflicting interest existed regarding this paper.

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