



Perceived Strategies for Curbing Examination Malpractice Among Secondary School Students in Nigeria

L. I. Akunne^{1*}, T. U. Chigbo-Obasi² and E. C. Iwogbe²

¹Department of Guidance and Counselling, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

²Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2021/v20i430490

Editor(s):

(1) Dr. Velan Kunjuraman, Universiti Malaysia Kelantan, Malaysia.

Reviewers:

(1) Tolera Negassa, Arsi University, Ethiopia.

(2) Theodoros Kokkinos, University of Thessaly, Greece.

Complete Peer review History: <https://www.sdiarticle4.com/review-history/72984>

Original Research Article

Received 21 June 2021
Accepted 27 August 2021
Published 02 September 2021

ABSTRACT

Aims: The study examined perceived strategies for curbing examination malpractice among secondary school students in Nigeria.

Study Design: The design adopted for this study is descriptive survey design.

Place and Duration of Study: The target population are 1182 junior secondary students identified to be verbally victimized. The duration is between June 2021 and August 2021.

Methodology: The target population for the study comprised 398,275 senior secondary school teachers in Nigeria (Fact sheet: Research Statistics and Planning Unit of the Ministry of Education, Awka, 2021). The sample for the study was drawn from the accessible population of 6342 secondary school teachers in six education zones of the state namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The sample for the study was drawn using the proportionate stratified sampling technique. The subjects were stratified based on the educations and further the simple random sampling of lucky dip was used to select 634 (372 experienced and 262 less experienced) secondary school teachers for inclusion in the study. The instrument was structured to a 4-point

response option of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instrument was validated by two experts, and the reliability of the instrument was established using Cronbach alpha method with the reliability coefficients 0.78, 0.80 and 0.81. Arithmetic mean was used to answer the research questions, standard deviation was used to determine the homogeneity or heterogeneity of the respondents' ratings. On the other hand, the t-test for independent sample was used to test the null hypotheses at 0.05 level of significance.

Results: At 0.05 level of significance, the cluster mean of the respondents rating was 3.28 This mean score indicates that teachers agreed that preventive strategies curbs examination malpractices among secondary school students. The cluster mean obtained was 2.73. This indicates that the respondents agreed to corrective strategies for curbing examination malpractice among secondary school students. The cluster mean obtained was 2.73. This indicates that the respondents agreed to corrective strategies for curbing examination malpractice among secondary school students. Data reported relating to hypotheses 1 reveals that the significant value is greater than the alpha value 0.05, hence there is no significant difference in the mean rating of teachers on preventive strategies for curbing examination malpractice among secondary school students in Nigeria based on years of experience (0-5 years and 6 years and above). Data reported relating to hypotheses 2 shows that there is a significant difference in the mean rating of teachers on corrective strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years of experience and 6 years and above). Similarly, data presented relating to hypotheses 3 revealed that the significant value is greater than the alpha value 0.05, this means that there is no significant difference in the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years and 6 years and above).

Conclusion: Based on the findings of this study, teachers agreed that preventive strategies, corrective strategies, and the respondents also agreed to motivational strategies for curbing examination malpractice among secondary school students. There is no significant difference in the mean rating of teachers on preventive strategies, while there is a significant difference in the mean rating of teachers on corrective strategies for curbing examination malpractice. Finally, there is no significant difference in the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years and 6 years and above).

Keywords: Strategies; curbing; examination; malpractice; secondary schools; students.

1. INTRODUCTION

Examination malpractice has been a problem affecting the quality of education worldwide and in turn has negative implications on the overall development of the Nation. Despite all efforts by professionals in the education sector and policy makers to curb the wide spread of examination malpractice, examination malpractice still prevails in most secondary schools. This could be due to the level of moral decay in the society whereby students see reasons to engage in unethical examination behaviours as the only means of attaining academic success. For instance, in the just concluded WASSCE examination 2018, there was a report of 214, 952 malpractice cases in Nigeria [1]. This unethical behaviour has led to cancellation and seizing of examination results. Particularly, examination malpractice among secondary school students in Anambra State is seen as one which requires urgent attention for more serious reason, and this is due to the large turn-out of uneducated

graduates and school drop-outs. This situation accounts for some anti-social behaviours in the society nowadays.

According to [2], education in Nigeria is an instrument par excellence and that which effects change and develops the individual for national relevance. Education system in Nigeria is classified essentially into primary, secondary and tertiary levels with the philosophy aimed at the development of an individual into a sound and effective citizen, integration of the individual into the community and provision of equal access to educational opportunities for all citizens of the country to [3]. The importance of secondary school can never be overemphasized. According to [4], secondary school is that level of education after primary school. In other words, it is generally the final stage of compulsory education and intermediate between primary and tertiary stage. This is why [5] posited that secondary school education is for young people, usually between the ages of 11 and 18 years. It is

therefore the form of education children receive after primary education and before the tertiary stage.

Furthermore, [6] affirmed that secondary education is the basic or raw material provider for the desired future manpower resources. It is therefore of great importance to the nation because it is a source of mid-level manpower production that is necessary to sustain and improve the economic state of a country which has never been successful as expected due to some problems. In this regard, [7] asserted that secondary schools are faced with many problems and one of the major problems that secondary schools in Nigeria confront is the issue of examination malpractice. It is a cankerworm that has eaten deep into the fabric of the society, and it has become so rampant among secondary school students in Nigeria that many regards it as a normal process of examination success [8]. Be that as it may, understanding the background of examination malpractice, it is germane to explore in brief the meaning of examination. Conventionally, examinations are regarded as a method of assessment of students who have gone through one level of education or another at the end of a term, semester or academic year. It could also be defined as the test of an individual's mastery or knowledge on a particular course of study or program [4]. It can further be defined according to [9] as written, spoken or practical test, especially at school or college level, to measure the academic achievement of students in a particular subject. Examination can be classified into two categories, internal and external. Internal examinations include school test and examinations conducted by schools while external examinations are those administered by professional examination bodies.

Examination administered is used by teachers or instructors to determine, firstly, whether the students have learnt what they are thought and also to examine the extent they have acquired the intended knowledge, among other things [10]. This means that examination is an instrument used in decision making by teachers or instructors to determine progress in teaching and learning process and to evaluate teacher's method of teaching. Furthermore, a critical study of the Nigeria educational system reveals that the system is much focused on examination [11], which make students see examination as being very important and as a result of this, they do anything possible to ensure that they pass the

examination. However, the incidence of examination malpractice in Nigerian education system is on increase and it assumes fast a level of national and international embarrassment, in the sense that the standard of education is falling day by day. Moreover, this is not strange to the general public because most parents, guardians, teacher, proprietors could be culprits and this results in devaluation of certificates being awarded [12]. Badmus [13] defined examination malpractices as any act of wrong doing or neglect that contravenes the rule of acceptable practice before, during and after an examination. Buttressing further, [14] opined that examination malpractice is the massive and unprecedented abuse of rules and regulation pertaining to internal and public examinations starting from the structuring of such examination through administration of the examinations, scoring and grading, to the release of the results and issuance of certificates. In a similar view, [15] defined examination malpractice as any action done or committed which makes it impossible to use an examination in determining the level of competence of a candidate in absorbing, responding where appropriate applying knowledge. However, based on the ongoing issue of examination malpractice, there is need to avert the issue of examination malpractice in Nigerian secondary schools, this could happen through the adoption of suitable strategies.

Strategy according to [16] is setting goals, determining actions to achieve these goals, and mobilizing resources to execute the actions. [17] grouped strategies for curbing examination malpractice into three categories, namely: - preventive, corrective and supportive strategies. Preventive strategies include counselling students on good study habits to take their minds away from indiscipline, sensitizing students on good moral ethics, conducting seminars on ways to control indiscipline among others. Corrective strategies include:- monitoring the students' behaviour in school, ensuring that students do the necessary things at the appropriate time, developing firm sanctions and consequences for students that engage in indiscipline behaviours and so on. Motivational strategies on the other hand include; rewarding best grade students, supporting media programmes on moral ethics among others. In this vein, [18], conducted a study which revealed that if preventive, corrective and motivational strategies are implemented, the rate of examination malpractice and other examination crimes are reduced. The rating of these strategies could also differ based on years

of working experience. According to [19], experience is the process or fact of personally observing, encountering, or undergoing something. Experience here can be categorized based on the number of years spent in the teaching service and could be grouped into 6 years and above - experienced and 0-5 years-less experienced. It is possible that experienced teachers could envisage visible strategies for curbing examination malpractice among secondary schools in Nigeria.

Furthermore, studies reviewed have shown different outcomes in related studies on examination malpractice. Ohabuiké [20] conducted a study on the measures to reduce examination malpractice among secondary school students in Enugu North Local Government Area of Enugu State, and found that provision of adequate learning facilities is an important measure to reduce examination malpractice and further recommends that government should ensure that facilities for teaching and learning are available in schools. In another study conducted by [21], on the strategies adopted by principals in ameliorating examination malpractices in secondary schools in Aba South Local Government Area, Abia State, it was found that sensitizing students on examination ethics among others are the strategies adopted by principals in curbing examination malpractice. Similarly, [22] surveyed the measures utilized by principals in salvaging examination malpractice in private secondary schools in Anaocha Local Government Area. The study revealed that the school principal has the responsibility of equipping student with study resources so as to reduce the rate of examination malpractices among students. In the same vein, [23] carried out a study on the role of principals in reducing examination malpractice in private and public secondary schools in Aba North Local Government Area, Abia State and found that the school principal has the role of counselling of students on good study habit which will also improve their skills as a way of curbing examination malpractices among students. Finally, [24] examined strategies for preventing examination malpractice among university students in Anambra State and found among others that suspending students who committed examination malpractices among others can reduce the rate of examination malpractices. Studies reviewed have revealed pending issues on examination malpractice among students at different levels. Similarly,

observations have shown an alarming state of examination malpractice in secondary schools. Despite this, there is paucity in empirical literature for ameliorating and proffering strategies for curbing examination malpractice. This lacuna is of interests to the researchers in order to determine specific strategies such as preventive, corrective and motivational strategies for curbing examination malpractice among secondary school students.

1.1 Research Questions

The following research questions guided the study

1. What is the mean rating of teachers on preventive strategies for curbing examination malpractice among secondary school student in Nigeria?
2. What is the mean rating of teachers on corrective strategies for curbing examination malpractice among secondary school student in Nigeria?
3. What is the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school students in Nigeria?

1.2 Research Hypotheses

1. There is no significant difference in the mean rating of teachers on preventivestrategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years of experience and 6 years and above).
2. There is no significant difference in the mean rating of teachers on corrective strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years of experience and 6 years and above).
3. There is no significant difference in the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years of experience and 6 years and above).

2. METHODS

The research design adopted for this study was the descriptive survey research design. [25] described descriptive survey design as that

which aims at collecting data on, and describing in a systematic manner, the characteristic features or facts about a given population. The target population for the study comprised 398, 275 senior secondary school teachers in Nigeria [26]. The sample for the study was drawn from the accessible population of 6342 secondary school teachers in six education zones of the state namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The sample for the study was drawn using the proportionate stratified sampling technique, the subjects were stratified based on the education zones and further the simple random sampling of lucky dip was used to select 634 (372 experienced and 262 less experienced) secondary school teachers for inclusion in the study. The instrument used for data collection was questionnaire developed by the researchers. The instrument is titled "Perceived Strategies to curb examination malpractice". The 24 items instrument was structured to a response option of 4-point Likert scale thus; Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instrument was validated by two experts, and the reliability of the instrument was tested through 20 secondary school teachers who were not included in the final sample. The Cronbach's alpha method was adopted to estimate the internal consistency coefficient of the questionnaire. The internal consistency using Cronbach alpha reliability statistics yielded a coefficient for clusters A - preventive strategies, B - corrective strategies, and C - motivational strategies thus 0.78, 0.80 and 0.81 respectively, with an overall coefficient of 0.81. The researchers adopted the direct delivery method in administering the instrument. Through this approach, no loss of questionnaire was recorded. Arithmetic mean was used to answer the research questions, standard deviation was used to determine the homogeneity or heterogeneity of the respondents' ratings. On the other hand, the t-test for independent sample was used to test the null hypotheses at 0.05 level of significance. The t-test statistics was selected to compare means because of the following assumptions, homogeneity of variance, independence and normality. The decision rule for judging the null hypotheses was that, reject the null hypotheses if the significant value is less than the Pvalue (0.05), otherwise do not reject the null hypotheses if the significant value is greater than the Pvalue (0.05).

3. RESULTS AND DISCUSSION

Research question 1: What is the mean rating

of teachers on preventive strategies for curbing examination malpractice among secondary school students in Nigeria?

Hypothesis 1: There is no significant difference in the mean rating of teachers on preventive strategies for curbing examination malpractice among secondary school students in Nigeria based on years of experience (0-5 years and 6 years and above).

Table 1 reveals the mean and standard deviation on preventive strategies for curbing examination malpractice among secondary school students in Nigeria. The cluster mean of the respondents rating was 3.28. This mean score indicates that teachers agreed that preventive strategies curbs examination malpractices among secondary school students. The standard deviation reported indicates that the respondents are heterogeneous in their responses. This finding aligns with the findings of Obiora [17] which revealed that suspending students who committed examination malpractices among others can reduce the rate of examination malpractices. This is because students with good study habits and skills try as much as possible to engage in intense study and hence there will be no need for examination malpractices. This further indicates that teaching students well before examinations, appointing experienced staff to invigilate examination, spacing out students well in the examination hall, providing convenience within the examination hall and netting the examination hall window to prevent students from dropping something through the windows are also preventive measures for curbing examination malpractice among secondary school students.

Table 2 reveals the t-test of significant difference on the mean rating of teachers on preventive strategies for curbing examination malpractice among secondary school students in Nigeria based on years of experience (0-5 years and 6 years and above). Data reported on the table reveals that the significant value is greater than the alpha value 0.05, hence there is no significant difference. This goes to show that there is no significant difference in the mean rating of teachers on preventive strategies for curbing examination malpractice among secondary school students in Nigeria based on years of experience (0-5 years and 6 years and above). This finding agrees with the findings of Ohabuikwe [20] who found that provision of adequate learning facilities is an important

measure to reduce examination malpractice and further recommends that government should ensure that facilities for teaching and learning are available in schools.

Research question 2: What is the mean rating of teachers on corrective strategies for curbing examination malpractice among secondary school student in Nigeria?

Hypothesis 2: There is no significant difference in the mean rating of teachers on corrective strategies for curbing examination malpractice among secondary school students in Nigeria based on years of experience (0-5 years of experience and 6 years and above).

Table 3 reveals the mean and standard deviation of teachers on corrective strategies for curbing examination malpractice among secondary school students. The cluster mean obtained was 2.73. This indicates that the respondents agreed to corrective strategies for curbing examination malpractice among secondary school students. The standard deviation reported reveals heterogeneity in the respondents' response. This finding is supported by the findings of Kalu [23] which revealed that principals' have the role of counselling of students on good study habit which will also improve his skills as way of curbing examination malpractices among students. In view of this, certain corrective strategies such as confronting perpetrators or examination misconducts, developing of firm sanctions and consequences for students that engage in examination malpractice and court trial of officials caught aiding students to engage in such academic misconduct could be adopted to curb examination malpractice.

Table 4 indicates the t-test for the mean difference of teachers on corrective strategies for curbing examination malpractice among secondary school students. The table reveals that the significant value is less than the alpha value 0.05, hence there is a significant difference. This goes to show that there is a significant difference in the mean rating of teachers on corrective strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years of experience and 6 years and above). This finding aligns with the finding of Okwuoma [22] who found that school principal as well as teachers have equal responsibility of equipping students with study resources so as to reduce the rate of examination malpractices among students.

Research question 3: What is the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school students in Nigeria?

Hypothesis 3: There is no significant difference in the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years and 6 years and above).

Table 5 indicates the mean and standard deviation teachers on motivational strategies for curbing examination malpractice among secondary school students. The cluster mean of 3.02 revealed that the respondents agreed to motivational strategies for curbing examination malpractice among secondary school students. The standard deviation reported revealed that there was homogeneity in the respondents' response. This finding agrees with the findings of Ohabuikwe [20] which revealed among others that provision of adequate learning facilities is an important measure to reduce examination malpractice and therefore recommended that government should ensure that facilities for teaching and learning are available in schools. Similarly, school teachers need motivational strategies such as increase performance appraisal for well-behaved students, giving prizes to students who perform excellently and ensuring that parents of guardians whose children exhibited good performance are recognized by the school.

Table 6 shows the t-test of significant difference in the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school student based on years of experience (0-5 years and 6 years and above). The table reveals that the significant value is greater than the alpha value, hence there is no significant difference. This goes to show that there is no significant difference in the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years and 6 years and above). This finding also conforms with the findings of Obiora [17] who reported among others that, suspending students who committed examination malpractices among others can reduce the rate of examination malpractices in secondary school in Nigeria.

Table 1. Mean and standard deviation on preventive strategies for curbing examination malpractice among secondary school student (N=634)

S/N	The prevention strategies for curbing examination malpractice in my school include	X	SD	Decision
1.	Training students on good study habit to take their minds away from examination misconduct	3.44	0.84	Agreed
2.	Training students on good study skills to take their minds away from examination malpractice	3.66	0.87	Agreed
3.	Developing the students' self confidence	3.17	0.82	Agreed
4.	Sensitizing students on good moral ethics and ensuring that good moral ethics is part of the school programme	2.62	0.69	Agreed
5.	Encouraging school management to equip students with study resources	3.19	0.82	Agreed
6.	Constantly reminding students the consequences of engaging in examination malpractice	3.13	0.80	Agreed
7.	Teaching students well before examinations	3.14	0.80	Agreed
8.	Experienced staff to be appointed as invigilators during examinations	3.45	0.85	Agreed
9.	Thorough search of students before they enter examination hall to prevent them coming into the hall with incriminating materials	3.44	0.84	Agreed
10.	Spacing out students well in the examination hall	3.27	0.83	Agreed
11.	Confirming the identity of students before commencing examination to prevent Impersonation	3.11	0.79	Agreed
12.	Providing convenience within the examination hall	3.61	0.85	Agreed
13.	Netting the examination hall windows to prevent students from dropping something in or out through the windows	3.44	0.84	Agreed
	Cluster mean	3.28		Agreed

Table 2. T-test of significant difference in the mean rating of teachers on preventive strategies for curbing examination malpractice among secondary school students (N=634)

Sources of variation	N	Mean	SD	Df	Sig. value	Alpha value	Decision
6 years and above (experienced)	372	22.76	4.23				
0-5 years (less experienced)	262	22.77	4.15	778	.952	0.05	Not significant

Table 3. Mean and standard deviation on corrective strategies for curbing examination malpractice among secondary school student (N=634)

S/N	The corrective strategies for curbing examination malpractice in my school include	X	SD	DECISION
14.	Confronting perpetrators of examination misconduct	2.55	0.68	Agreed
15.	Developing of firm sanctions and consequences for students that engage examination malpractice	2.62	0.71	Agreed
16.	Court trial of officials caught aiding examination malpractice	2.62	0.71	Agreed
17.	Punishing Principals and teachers involved in exam malpractice	2.72	0.74	Agreed
18.	Expelling students who indulge in exam malpractice	2.88	0.77	Agreed
19.	Withholding and cancellation of results of students involved in exam malpractice	3.11	0.79	Agreed
20.	Indefinite closure of schools involved in exam malpractice	2.66	0.73	Agreed
	Cluster mean	2.73		Agreed

Table 4. T-test of significant difference in the mean rating of teachers on corrective strategies for curbing examination malpractice among secondary school students(N=634)

Sources of variation	N	Mean	SD	Df	Sig. value	Alpha value	Decision
6 years and above (experienced)	372	22.53	4.08	778	.045	0.05	Significant
0-5 years (less experienced)	262	22.59	3.80				

Table 5. Mean and standard deviation on corrective strategies for curbing examination malpractice among secondary school student (N=634)

S/N	Motivational Strategies for curbing examination malpractice include	X	SD	DECISION
21.	School management should engage in suitable performance appraisal for students who performed well in exams	2.62	0.69	Agreed
22.	Giving prizes/awards to students who performed excellently in school exams	3.19	0.82	Agreed
23.	Ensuring that the parents/guardian whose children performed well in exams are recognized by the school	3.11	0.79	Agreed
24.	Students who do not engage in exam malpractice get to be the school prefects	3.23	0.81	Agreed
25.	Students who don't engage in examination malpractice get to represent the school in school competitions	2.98	0.78	Agreed
	Cluster Mean	3.02		Agreed

Table 6. T-test of significant difference in the mean rating of teachers on motivational strategies for curbing examination malpractice among secondary school students based on years of experience (0-5 years and 6 years and above) (N=634)

Sources of variation	N	Mean	SD	Df	Sig. value	Alpha value	Decision
6 years and above (experienced)	372	22.80	3.88	778	.313	0.05	Not significant
0-5 years (less experienced)	262	22.52	4.01				

4. CONCLUSION

Based on the results and discussions made in the last section, the study concluded that the mean score indicates that teachers agreed that preventive strategies, corrective strategies, and the respondents also agreed to motivational strategies for curbing examination malpractice among secondary school students. There are no significant differences in the mean rating of teachers on preventive strategies and motivational strategies for curbing examination malpractice among secondary school students in Nigeria based on years of experience (0-5 years and 6 years and above). On the other hand, there is a significant difference in the mean rating of teachers on corrective strategies for curbing examination malpractice among secondary school student in Nigeria based on years of experience (0-5 years and 6 years and above).

CONSENT

As per international standard or university standard, participants' written consent has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

- West African Examination Council, (WAEC). Chief examiners report 2018/2019. Available:<http://www.waecchiefexaminersreport/waec/2018examinations.com/>.2018.
- Anumudu W. Quality of student secondary education. Nigerian Journal of Vocational Studies. 2014;2:234- 242.

3. Federal Government of Nigeria (FGN). Taking the distance out of the distance education: the complementary roles of information. *Nigeria Education Review*. 2013;7(1):171 – 179.
4. Nwankwo SJ. Trends in examination malpractice in Nigerian educational system and its effects on the socio-economic development of Nigeria. *Asian Journal of Humanities and Social Sciences*. 2012;2(3):16-20.
5. Collins H. A structural model of educational aspiration. *Journal of Career Development*. 2013; 29(2):87-108.
6. Ewelum S. Needed! A state of emergency: conceptualizing education, *Tell Magazine*. 2011;25-27.
7. Okafor A. Advocates of examination malpractice; 2011. Retrieved February, 13, 2011 Available:<http://ezinearticles.com/?Advocates-of-Examination-Malpractice&id=292923>
8. Adebayo A. Students and examination malpractice, Ibadan: Adeogun Publishers; 2013.
9. Brown G. Examination malpractice: A stigma on school effectiveness in Nigeria; 2010. Available:<http://naere.org.ng/journal/compl ete.pdf>
10. Mba SO. Preparing for examination, Ilesha, Ilesanmi Press; 2011.
11. Adamako MO. Students 'perception of causes and effects of examination malpractice in the Nigerian educational system: The way forward for quality education; 2015. Available:www.sciencedirect.com/science/article/pii/S187704281305310X
12. Offor PO. Current issues in Nigeria Educational System. Abraka: DELSU publishers; 2017.
13. Badmus IJ. School factors as determinants of examination malpractices in the SSS mathematics exam in Nigeria. Unpublished PhD Thesis. Institute of Education, University of Ibadan; 2010.
14. Nwana TO. Examination malpractices: Profile, causes, warning signs, case studies, prevention and detection strategies. In I. Onyechere (Ed). *Promoting Examination ethics: The challenges of a collective responsibility*. Lagos: Potomac Books Publishers; 2012.
15. Onyechere SE. Sound moral values and development of right attitudes as a panacea to examination malpractice in Nigeria. *Journal of Social Sciences*. 2012;17(3).
16. Uba DI. The effects of counselling on the development of self-concept. *A Pillar Student Education in Africa*. 2010;2(1):14-16.
17. Obiora DI. Curbing Examination Malpractice in Secondary Schools in Nigeria through Moral Education. *Research on Humanities and Social Sciences*. 2012;6(1)
18. Ozulu OE. *Champion Honest Academic Excellence*. Available:<http://honestacademicexcellence.html> on 6th October; 2017.
19. McElwaine AK. An examination of gender differences in work-family conflict. *Canadian Journal of Behavioural Science*. 2014;37:283–298.
20. Ohabuikie E. Measures to reduce examination malpractice among secondary school students in Enugu North Local Government Area of Enugu State. A Research Project Submitted to the Department of Business Education, Lagos State University. Unpublished; 2014.
21. Onochie E. Strategies adopted by principals in ameliorating examination malpractices in secondary schools in Aba South Local Government Area, Abia State. A Research Work Presented on Teachers' Summit, Ogwashi, Delta State. Unpublished; 2012.
22. Okwuoma PS. Measures utilized by principals in salvaging examination malpractice in private secondary schools in Anaocha Local Government Area. A Paper Presented to the Department of Vocational Education, Ondo State University. Unpublished; 2013.
23. Kalu O. Role of principals in reducing examination malpractice in private and public secondary schools in Aba north local government Area, Abia State. *Business Education Journal*, 2013; 111(2):86–98.
24. Obiora T. Strategies for preventing examination malpractice among university students in Anambra State. An unpublished Thesis Submitted to the Institute of education university of Nigeria, Nsukka; 2012.

25. Nworgu BG. Educational research: Basic issues and methodology (3rded.) Nsukka Enugu state: University trust publishers; 2015.
26. Fact sheet. Research Statistics and Planning Unit of the Ministry of Education, Awka; 2021.

© 2021 Akonne et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:
The peer review history for this paper can be accessed here:
<https://www.sdiarticle4.com/review-history/72984>