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Factors Contributing to Examination Malpractices at Secondary School Level in Kohat Division, Pakistan

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Abstract

The purpose of this research work was to identify the factors that contribute to examination malpractices at secondary school level. The target population of the study was all the heads, teachers and students at secondary school level in Kohat Division (Pakistan). The study was delimited to the 80 male secondary schools. The sample for this study was made up of 840 respondents which were selected through simple random sampling technique. A self-developed semi-structured questionnaire was used as research instrument for data collection. Descriptive statistics i.e., simple percentage, mean, standard deviation and inferential statistics i.e., ANOVA were applied for the statistical analysis of data. The findings of the study explored that there are various factors that contribute to examination malpractices i.e., corruption; poor implementation of examinations rules; students and parental threats; no fear of punishment; inadequate preparation for examination; poor invigilation; collusion; disloyalty of examination bodies; fear of failure; poor morale and economic depression of supervisory staff etc. Furthermore, the findings of the study revealed that bringing of unauthorized materials to examination hall; sending of prepared answers to students by teachers and parents; impersonation; questions and papers leakage; cheating; and scripts changing are the various forms of examination malpractices. Based on findings, it was recommended that examination rules should be implemented effectively and those who were found guilty should be given severe exemplary punishment according to the examination's rules.

Keywords: *Factors, Contributing, Examination Malpractices, Secondary School Level*

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Introduction

The success of an education system depends upon the effectiveness of its examination system as it is a fundamental component of teaching learning process. Examinations are arranged to evaluate the academic achievement of students and to know 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 for better studies; a basis for prediction about students' future education and job aptitudes. Furthermore, examination serves as a source for the assessment of students' achievement level and assists the teachers to evaluate the effectiveness of their teaching and learning methods for future improvement (Shahid, 2007). Examination is the most practical and useful way to determine the extent to which the students have achieved the instructional objectives in particular course of study as planned. Examination will be valid, trustworthy and free of examinations malpractices that will assess the academic achievement of students in an excellent and effective way. According to Adams and Esther (2013), it is regrettable that in most countries of the world, the examination system is infected with examination misconducts or wrongdoing. Examination serves as an instrument for decision-making and it always create apprehension, uneasiness and anxiety in the heart of students and some other stakeholders.

The fundamental role of examination in educational process can be valued from the fact that good examination is a source of motivation for students; it assists students to know their strengths and weaknesses; and also provides opportunities to teacher to use new teaching methodologies in order to improve the teaching learning process. The objectives of examination are generally dependent upon the aims of education. If education aims at producing workforce to fill job, in clerical cadre, the examinations will be set and administered as to achieve this aim. On the other hand, if the aim of education is to produce good citizens, nationalists, creative and freely thinking human beings, examinations will test the development of these qualities and abilities in the examinees. The nature of examination will be determined by the curricula and goals of education (Shah, 1995).

It is a common observation that our current examination system does not test learners in the application of the acquired information and knowledge to new life situations. Consequently students pass out from educational institutions without showing their capability to adopt what they learn. Therefore many graduates do not adjust themselves when they connect with practical life. Our examination system is defective and having some flaws as it has failed to produce the desired outcomes in view of the rapid and recent advancement in the fields of science and technology (Shah, 1995). Now-a-days, the culture of malpractices in board examinations is in full swing and every person of the society i.e., parents, teachers, students and examination bodies are equally involved in supporting and encouraging the curse of examination malpractices which is a great threat to the education system. Even presently, malpractices are considered the right of the students. Teachers, students and parents are equally responsible for this destructive trend of examination malpractices. According to Oxford Advanced Learner's Dictionary, malpractice is a wrong or illegal action demonstrated by an individual while discharging professional responsibilities. Obimba (2002) defined examination malpractice as a corrupt practice and irregular behaviour exhibited by the candidates or any person charged with conduct of examination in or outside the examination hall before, during or after examination. Wilayat (2009) defined examination malpractice as an intentional and planned unlawful activity to place a candidate at an unfair advantage or disadvantage. He further said that malpractice has generally contributed to the overall demotion and deterioration of the standard of education.

In fact, examination malpractices constitute the most serious problem facing nation's education system in general and secondary education in particular. Therefore, there is need to wash the nation's education system by eradicating examination malpractices and requires a multidimensional approach to its solution. This cancer of society can be cured through collaborative efforts of all the stakeholders which include education ministries, school authorities, teachers and examination authorities. The main objectives of the study under investigation were to explore the different forms of examination malpractices and the factors that contribute examination malpractices at secondary school level. The findings will not only depict the factors that contribute examination malpractices but will also suggest some remedies or permanent solutions to eradicate the curse of malpractices by devising solid preventive measures. It is also expected that the study will assist school administrators, teachers and guidance counselors to reduce or control cheating behaviour of the students in schools.

Review of Related Literature

Literally, the word "examination" is used in the meanings of 'scrutiny', 'inspection', 'inquiry', 'investigation', and 'measurement'. The Oxford Advanced Learner's Dictionary defines the term 'examination' as the testing of knowledge and ability of an individual by means of questions, practical

exercise, etc. However, in its specific meanings the term 'examination' is used for tests and measurements (Katozai, 2011). Barnard and Lanwerys (1967) defined examination as "a test of knowledge acquired or more generally a means of assessing intellectual capacity or ability. According to Good (1973), the process by which the ability or achievement of the students in any subject is tested is called examination. Examination serves as measuring instrument designed to verify both a candidate's value and value of the teaching outcomes. It is an indicator of the training given and received. It measures the achievement level of students during the period of study, to assess each candidate's sum of knowledge and evaluate their ability. It serves like target, motive, incentive or stimulant (UNESCO, 1961). The New Webster's Dictionary of the English Language (1992) defines examination as a formal, written, spoken or practical test especially at school or college in order to examine how much an individual know about a subject or what he can do. Aggarwal (1997) explains the concept of examination as "a test of knowledge acquired, or more generally a means of assessing intellectual capacity or ability".

Examinations can be divided into two categories i.e., internal examinations and external examinations. Internal examinations are held under the direct supervision of the concerned school or college administration. For this purpose, an internal examination body is constituted from the staff including a controller of examination. The internal examinations are restricted to classes 1 to 8 in the primary and secondary schools. In college the internal examinations are given to the first year and third year classes only i.e., 11 and 13 although some boards and universities hold external examinations for these classes as well (AIOU, 1998). External examinations in the context of school education are those examinations which are conducted by external agencies for certification purpose. The matriculation and intermediate (Secondary and higher Secondary) examinations are conducted by the Boards of Intermediate and Secondary Education. A board functions under the supervision of its chairman and each has its own territorial jurisdiction as determined by the Provincial Government (AIOU, 1998).

Examination malpractice is any illegal act performed by a candidate alone or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examinations in order to achieve illegal and unfair marks or grades. They use different ways for this illegal practice which may range from bringing of unauthorized and forbidden materials to the examination hall, disturbing examination's process, purchasing examination papers, impersonation and changing of grades after examination and impersonation to using money or candidate's body to achieve excellent grades or marks (Olatoye, n.d). Likewise, Onuka and Amusan (2008) defines examination malpractice as any dishonest, unlawful or unauthorized act or deed performed by a candidate on his own or in collaboration with others like fellow students, guardians, parents, teachers, head teachers, examination officials, supervisors, invigilators, printers, security officers and any person or group of people before, during or after examination in order to get undeserved and unfair marks or grades. Odongbo (2002) defines examination malpractice as an act of wrong doing performed by a student or group of students or any other person with the aim to cheat and get unfair advantage in an examination. Examination malpractice is the utilization of unusual ways and approaches to achieve a score or set of scores that is generally beyond the mental capability or the state of preparedness of a student for that examination (Awanbor, 2004). According to Salami (1994), examination malpractice is an improper and dishonest act associated with examination with the intention of obtaining undeserved and unfair advantage. Usman (2005) stated that examination malpractice is the cheating in the examination or any other practice of the candidate that is committed to benefit or give illegal and unfair advantage to himself or another by fraud before, during and after examination. Examination malpractices according to Sooze (2004) are all those illegal and prohibited means which students utilize to pass examinations.

Different forms of examination malpractices have been described by different scholars. According to Fagbmi (2001), there are different forms of examination malpractices which are commonly practiced such as such as bringing of prohibited or unauthorized materials, writing on currency notes and identity cards, cheating from other candidates, exchanging of answer sheets and change of examination scores or grades. Similarly, Jacob and Lar (2001) found that impersonation, leakage of questions to students before the examination, conniving with supervisors and school authorities to cheat, body writing or tattoo in which students especially females write on hidden parts of their bodies are the different forms of examination malpractices. Emaikwu (2012) established that cheating in examination has become so internalized and legitimized that some people now consider it as a normal process to pass examination. Onuka and Durowoju (2011) found that the nature of examination malpractice consists of lateness of students and supervisors to examination halls; cheating; favoritism; leakage of question papers in the process of setting, printing, packaging, storing and distribution; impersonation; disclosing candidate's identity on answer sheets; and bribing or influencing supervisory staff. Denga and Denga (1998) identified different forms of examination malpractices i.e.,

collusion, impersonation, smuggling of answer samples and examination leakage. They further found that mass cheating, maltreatment with supervisory staff, irregular activities inside and outside examination hall. Ugwu (2008) also identified some forms of examination malpractices. He found that hiring other persons to write for candidates, leakage of answers and impersonation are the forms of examination malpractice. School teachers send prepared answers to their students during examination (Igwe's, 2004; Bandele, 2005).

Umar (2003) claimed that parents and guardians are equally involved in this shocking and shameful activity, and their children will be unable to defend their grades or will end up graduating as half-baked and undeveloped graduates. Samuel (2003) noted that parents and communities are deeply involved in encouraging and abetting examination malpractices by taking care of the supervisory staff and other examination bodies to enable their children to pass examination with no difficulty. Likewise Bolarin (2002) found that school teachers, principals, personnel of public examination boards, security agents and even parents have been accused for planning with students to cheat in examinations. Other causes of examination malpractices include over enthusiastic of some school heads to ensure that their schools have better results so as to boost their ego or self-esteem. Lack of security is another cause of examination malpractices. Questions are not carefully handled before examinations and the answer booklets are not always properly secured after conduction of examinations (Fayombo, 2004).

Eradication of examination malpractices is impossible without the collaborative efforts of all the stakeholders of the society. According to Ajayi (2009), examination malpractice cannot be controlled unless the whole society adopts high degree of responsibility, integrity and sincerity and fights against this curse with full strengths and potencies it deserves. The disaster of examination malpractices is not only the destruction that it brings to our educational system but it causes the gradual training of youths into the culture of fraud. Because of malpractices in universities, examination results depict a false picture of the state of affairs and therefore majority of school graduates cannot defend their grades (Ada, 2004). Obasi (2009) claimed that the impacts of examination malpractice in the society are disastrous and catastrophic and it affects entire society, the individual, the home, the school, the government, the private organization and the international community negatively. Therefore it is imperative for each member of the society to fight against this cancer of society wholeheartedly and enthusiastically otherwise our system of education will be demolished and collapsed.

Methods and Materials

Population

All the heads, teachers and students at secondary school level in Kohat Division, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. There are total 189 secondary schools in the region in which 130 are male (68.8%) and 59 are female (31.2%) (Education Management Information System, 2014).

Delimitations, Sample & Sampling Technique

The study was delimited to only 60 male secondary schools in Kohat Division due to lack of time and resources. The sample for this study was made up of 840 respondents which were selected through simple random sampling technique. The sample was made up of 60 heads, 180 secondary school teachers and 600 secondary school students.

Research Instrumentation

The design of this study was survey research and the researchers thought it suitable to use a questionnaire as research instrument for data collection. Therefore a self-developed semi-structured questionnaire was prepared for heads, teachers and students. It was comprised of 22 closed ended questions and 5 open-ended questions. The 11 closed ended questions were designed on five point likert scale i.e., SA (Strongly Agree), A (Agree), UN (Undecided), DA (Disagree) and SDA (Strongly Disagree). The rest of the closed ended questions were rated as Agree and Disagree.

Pilot Testing

Validation and authentication of the research instrument is imperative for the achievement of authentic and accurate results. For this purpose, pilot testing was done in five Government secondary schools to remove the weaknesses, misconceptions and ambiguities of the questions in the questionnaire. After pilot testing, questionnaire was revised and modified. Some items were found weak and were deleted. Then its final version was prepared in the light of suggestions given by the experts in the field of education.

Validity and Reliability

Reliability is the degree to which an experiment, test, or any measuring procedure produces the same result on repeated trials. On the other hand, validity refers to the extent to which a study precisely reflects or assesses the specific concept that the researcher is going to measure. Validity of the questionnaire was verified by five experts having Doctorate Degrees in the field of education. Whenever we have multiple Likert Scale questionnaires then we usually use Cronbach's alpha reliability test. Therefore, it was used to calculate the reliability of questionnaire. The reliability coefficient was found to be 0.84.

Data Collection

The researchers personally visited the sample secondary schools and distributed the questionnaires among the participants. Difficult terms were first explained and then the participants were asked to give appropriate and exact response without any hesitation and free of bias. A total of 840 questionnaires were distributed and 840 i.e., 100% responses were received. In this way data was collected from the participants.

Data Analysis

After collection of data, it was organized, tabulated, analysed and interpreted. The statistical tools i.e., mean, standard deviation and ANOVA were used for the statistical analysis of the data. ANOVA was calculated through SPSS (statistical package for social sciences) software version 16. The open ended questions were analysed on the basis of frequencies and percentage.

Analysis and Interpretation of Data

The current research paper was designed to identify the factors that encourage examination malpractices at secondary school level. The study was descriptive in nature and a self-developed semi-structured questionnaire was used as research instrument for data collection. The study was carried out in eighty secondary schools in Kohat Division, Khyber Pakhtunkhwa, Pakistan. Data was collected through personal visits. Statistical tools, i.e., simple percentage, mean, standard deviation and ANOVA were used for the analysis of the data. The whole process is explained in detail as under:

Table 01. Corruption is one of the main causes which encourage unfair means during examination

Respondents	SA	A	UD	DA	SDA	N	ANOVA		
							\bar{X}	SD	F-Ratio
Heads	021 35.0%	029 48.4%	006 10.0%	003 05.0%	001 01.7%	060	4.10	0.90	0.730
Teachers	057 31.7%	088 49.3%	015 08.4%	016 09.0%	004 02.2%	180	3.99	0.71	
Students	199 33.2%	289 48.2%	034 05.7%	032 05.3%	046 07.7%	600	3.94	1.13	
Non-Significant (p= 0.48 > 0.05)			df = (2, 837)			F at 0.05 level = 3.10			

The table 1 indicates that the calculated value of F was found to be 0.730 which is statistically non-significant ($p > 0.05$) because it is less than the critical table value of F at 0.05 level. Hence it clearly depicts that heads, teachers and students possess similar views about the statement. The mean score values (4.10, 3.99 & 3.94) of the responses unambiguously show that corruption is one of the main causes which encourages unfair means during examination.

Table 02. Parental and students threats to supervisory staff affect conduction of examination negatively

Respondents	SA	A	UD	DA	SDA	N	ANOVA		
							\bar{X}	SD	F-Ratio
Heads	019 31.7%	027 45.1%	003 05.0%	007 11.7%	004 06.7%	060	3.83	1.19	0.560
Teachers	053 29.4%	094 52.6%	008 04.5%	019 10.6%	006 03.4%	180	3.94	1.03	
Students	179 29.9%	293 48.9%	023 03.8%	064 10.7%	041 06.8%	600	3.84	1.16	
Non-Significant (p= 0.57 > 0.05)			df = (2, 837)			F at 0.05 level = 3.10			

The table 2 depicts that the calculated value of F was found to be 0.560 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. So it plainly indicates that heads, teachers and students possess similar opinions about the statement. The mean score values (3.83, 3.94 & 3.84) of the responses explicitly indicate that parental and student's threats to supervisory staff affect conduction of examination negatively.

Table 03. Cheating during examination is considered a right of students

Respondents	SA	A	UD	DA	SDA	N	ANOVA		
							\bar{X}	SD	F-Ratio
Heads	022 36.7%	027 45.1%	002 03.3%	006 10.0%	003 05.0%	060	3.98	1.12	0.440
Teachers	057 31.7%	089 49.8%	007 03.9%	019 10.6%	008 04.5%	180	3.93	1.08	
Students	207 34.6%	291 48.6%	021 03.5%	056 09.4%	025 04.2%	600	4.00	0.78	
Non-Significant ($p = 0.64 > 0.05$)			df = (2, 837)			F at 0.05 level = 3.10			

The table 3 illustrates that the calculated value of F was found to be 0.440 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it clearly depicts that heads, teachers and students have similar opinions about the statement. The mean score values (3.98, 3.93 & 4.00) of the responses indicate that cheating during examination is considered a right of students.

Table 04. Nepotism and dishonesty of the board authorities in the allotment of examination duties against merit also negatively affect conduction of examination

Respondents	SA	A	UD	DA	SDA	N	ANOVA		
							\bar{X}	SD	F-Ratio
Heads	029 48.4%	021 35.1%	002 03.3%	006 10.0%	002 03.3%	060	4.15	1.09	0.375
Teachers	083 46.5%	057 31.9%	008 04.5%	021 11.8%	011 06.2%	180	4.00	1.23	
Students	263 43.9%	231 38.6%	016 02.7%	053 08.9%	037 06.2%	600	4.05	1.17	
Non-Significant ($p = 0.69 > 0.05$)			df = (2, 837)			F at 0.05 level = 3.10			

The table 4 illustrates that the calculated value of F was found to be 0.375 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it plainly depicts that heads, teachers and students have similar views about the statement. The mean score values (4.15, 4.00 & 4.05) of the responses clearly show that nepotism and dishonesty of the board authorities in the allotment of examination duties against merit affect conduction of examination negatively.

Table 05. Poor secrecy of the examinations papers is an obstacle in the conduction of examination

Respondents	SA	A	UD	DA	SDA	N	ANOVA		
							\bar{X}	SD	F-Ratio
Heads	019 31.7%	022 36.7%	003 05.1%	010 16.7%	006 10.0%	060	3.63	1.34	0.040
Teachers	064 35.8%	057 31.9%	012 06.7%	023 12.9%	024 13.4%	180	3.63	1.41	
Students	203 33.9%	196 32.7%	034 05.7%	092 15.4%	075 12.5%	600	3.60	1.40	
Non-Significant ($p = 0.96 > 0.05$)			df = (2, 837)			F at 0.05 level = 3.10			

The table 5 depicts that the calculated value of F was found to be 0.040 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it obviously

shows that heads, teachers and students have the same opinions about the statement. The mean score values (3.63, 3.63 & 3.60) of the responses explicitly indicate that poor secrecy of the examinations papers is an obstacle in the conduction of examination.

Table 06. Poor implementation of examination rules by the concerned boards also affects examination process negatively

Respondents	SA	A	UD	DA	SDA	N	ANOVA		F-Ratio
							\bar{X}	SD	
Heads	027 45.1%	023 38.4%	002 03.3%	006 10.0%	002 03.3%	060	4.12	1.08	0.301
Teachers	083 46.5%	061 34.2%	009 05.0%	016 09.0%	011 06.2%	180	4.05	1.20	
Students	259 43.3%	242 40.4%	024 04.0%	063 10.5%	012 02.0%	600	4.12	1.03	
Non-Significant (p= 0.74 > 0.05)			df = (2, 837)			F at 0.05 level = 3.10			

The table 6 shows that the calculated value of F was found to be 0.301 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it plainly indicates that heads, teachers and students possess similar views about the statement. The mean score values (4.12, 4.05 & 4.12) of the responses clearly depict that poor implementation of examinations rules by the concerned boards affects examination process negatively.

Table 07. Poor conduction of examination takes place due the dishonesty and disloyalty of the supervisory staff

Respondents	SA	A	UD	DA	SDA	N	ANOVA		F-Ratio
							\bar{X}	SD	
Heads	019 31.7%	027 45.1%	003 05.0%	007 11.7%	004 06.7%	060	3.83	1.19	0.441
Teachers	064 35.8%	073 40.9%	011 06.2%	019 10.6%	013 07.3%	180	3.87	1.21	
Students	199 33.2%	289 48.3%	034 05.7%	032 05.3%	046 07.7%	600	3.94	1.13	
Non-Significant (p = 0.64 > 0.05)			df = (2, 837)			F at 0.05 level = 3.10			

The table 7 illustrates that the calculated value of F was found to be 0.441 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it clearly depicts that heads, teachers and students have similar views about the statement. The mean score values (3.83, 3.87 & 3.94) of the responses unambiguously show that poor conduction of examination takes place due the dishonesty & disloyalty of the supervisory staff.

Table 08. School authorities collude with supervisory staff to assist their students in order to ensure good results of their school

Respondents	SA	A	UD	DA	SDA	N	ANOVA		F-Ratio
							\bar{X}	SD	
Heads	022 36.7%	024 40.1%	002 03.3%	009 15.0%	003 05.0%	060	3.88	1.20	0.336
Teachers	060 33.6%	079 44.2%	005 02.8%	026 14.6%	005 02.8%	180	3.82	1.09	
Students	211 35.2%	259 43.3%	019 03.2%	082 13.7%	029 04.8%	600	3.90	1.16	
Non-Significant (p= 0.71 > 0.05)			df = (2, 837)			F at 0.05 level = 3.10			

The table 8 depicts that the calculated value of F was found to be 0.336 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it explicitly

indicates that heads, teachers and students have similar views about the statement. The mean score values (3.88, 3.82 & 3.90) of the responses clearly show that school authorities collude with supervisory staff to assist their students in order to ensure good results of their school.

Table 09. No fear of punishment by supervisory staff develops the culture of unfair means during examination

Respondents	SA	A	UD	DA	SDA	N	ANOVA		
							\bar{X}	SD	F-Ratio
Heads	029 48.4%	022 36.7%	002 03.3%	006 10.0%	001 01.7%	060	4.20	1.01	0.155
Teachers	098 54.9%	059 33.0%	008 04.5%	011 06.2%	004 02.2%	180	4.31	0.97	
Students	262 43.8%	234 39.1%	016 02.7%	063 10.5%	025 04.2%	600	4.07	1.12	
Non-Significant (p=0.86 > 0.05)						df = (2, 837)		F at 0.05 level = 3.10	

The table 9 illustrates that the calculated value of F was found to be 0.155 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it plainly depicts that heads, teachers and students have similar views about the statement. The mean values (4.20, 3.31 & 3.07) of the responses clearly indicate that no fear of punishment by supervisory staff develops the culture of unfair means during examination.

Table 10. Poor and unattractive package of payment to supervisory staff also affects examination process negatively

Respondents	SA	A	UD	DA	SDA	N	ANOVA		
							\bar{X}	SD	F-Ratio
Heads	018 30.1%	025 41.8%	003 05.0%	009 15.0%	005 08.4%	060	3.70	1.27	1.22
Teachers	064 35.8%	067 37.5%	012 06.7%	025 14.0%	012 06.7%	180	3.81	1.24	
Students	163 27.2%	271 45.3%	023 03.8%	081 13.5%	062 10.4%	600	3.65	1.29	
Non-Significant (p= 0.30 > 0.05)						df = (2, 837)		F at 0.05 level = 3.10	

The table 10 indicates that the calculated value of F was found to be 1.22 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it obviously shows that heads, teachers and students have similar views about the statement. The mean values (3.70, 3.81 & 3.65) of the responses explicitly depict that poor and unattractive package of payment to supervisory staff affects examination process negatively.

Table 11. The role of security around the examination hall is unsatisfactory and thus affects the examination process negatively

Respondents	SA	A	UD	DA	SDA	N	ANOVA		
							\bar{X}	SD	F-Ratio
Heads	026 43.4%	023 38.4%	002 03.3%	007 11.7%	002 03.3%	060	4.07	1.11	0.467
Teachers	071 39.8%	074 41.4%	006 03.4%	019 10.6%	010 05.6%	180	3.98	1.16	
Students	249 41.6%	251 41.9%	016 03.2%	062 10.4%	022 03.7%	600	4.07	1.09	
Non-Significant (p= 0.63 > 0.05)						df = (2, 837)		F at 0.05 level = 3.10	

The table 11 depicts that the calculated value of F was found to be 0.467 which is statistically non-significant ($p > 0.05$) because it is less than the table value of F at 0.05 level. Hence it clearly

indicates that heads, teachers and students have similar views about the statement. The mean score values (4.07, 3.98 & 4.07) of the responses unambiguously show that the role of security around the examination hall is unsatisfactory and thus affects the examination process negatively.

Table 12. Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about different forms of Examination Malpractices

Forms of Examination Malpractices	N	A	%	DA	%
Bringing of unauthorized materials	840	812	96.7	028	03.3
Sending of prepared answers by teachers and parents to students	840	793	94.4	047	05.6
Cheating directly from textbooks	840	791	94.2	049	05.8
Leakage of Questions	840	789	93.9	051	06.1
School authorities colluding with supervisory staff to assist students	840	765	91.1	075	08.9
Papers Leakage	840	726	86.4	114	13.6
Cheating from one another	840	689	82.0	151	18.0
Impersonation	840	626	74.5	214	25.5
Attempting papers outside the examination halls	840	614	73.1	226	26.9
Script changing	840	575	68.5	265	31.5
Marking Malpractice by teachers	840	512	61.0	328	39.0

Table 12 depicts the cumulative responses of the heads, teachers and students about the different forms of examination malpractices. Majority (96.7%) respondents responded that students bring unauthorized materials i.e. pocket guides, electronics devices etc to examination hall which is a common form. Teachers and parents send prepared answers to students (94.4%). Cheating directly from textbooks is commonly observed (94.2%). Questions are leaked out at the start of paper (93.9%). 91.1% responded claimed that school authorities collude with supervisory staff to assist students. Papers leakage is also a form of malpractices (86.4%). Cheating from one another is commonly observed malpractice during examination (82.0%). 74.5% claimed that impersonation is also observed during examinations. For this purpose, other people are hired to write the examination through impersonation. 73.1% respondents claimed that in some cases papers are attempted outside the examination halls. 68.5% responded that during examination, students change their script with one another. Teachers give illegal marks to students during marking on the basis of favouritism and bribe (61%).

Analysis of the Open Ended Questions

Table 13. Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Students Related) Contributing to Examination Malpractices at Secondary School Level

Factors Contributing to Examination Malpractices	N	Freq:	% age
Inadequate preparation for examination	840	759	90.4
Misuse of computer and Mobile devices	840	741	88.2
Overscheduled involvement in co-curricular activities	840	727	86.5
Desire to pass at all cost	840	686	81.7
Fear of failure	840	673	80.1
Students threats to supervisory staff	840	523	62.3
Competition with Class fellows	840	504	60.0

Table 13 indicates the cumulative responses of the respondents about students' related factors that contribute to examination malpractices. Majority of the respondents (90.4%) responded that inadequate preparation for examination is the main factor that contributes examination malpractices. Another key factor that is responsible for examination malpractices is the misuse of computer and mobile (88.2%). Other factors i.e., overscheduled involvement in co-curricular activities (86.5%), desire to pass at all cost (81.7%), fear of failure (80.1%), competition with class fellows (60.0%) and students' threats to supervisory staff (62.3%). Further the results were explained through bar graph.

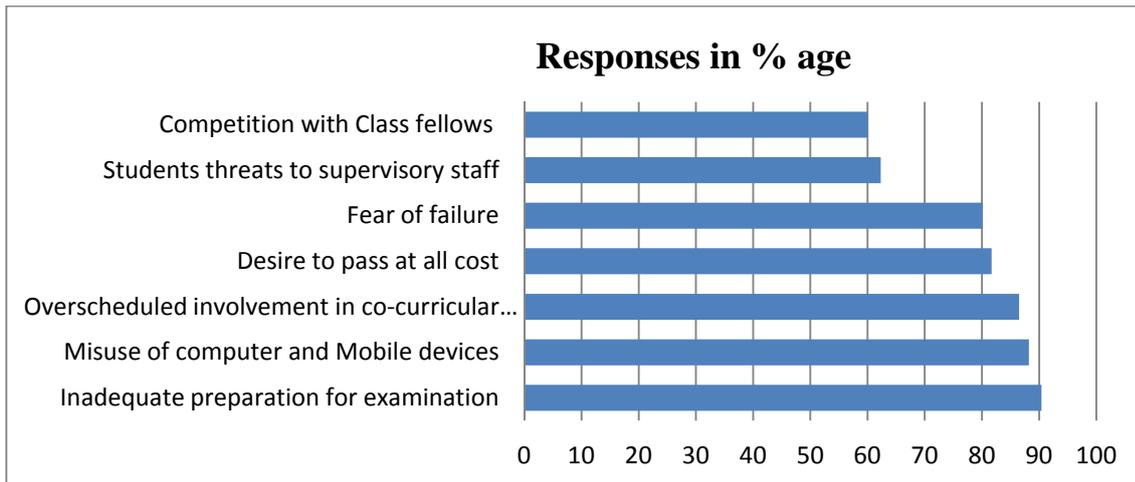


Figure 1. Showing the Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Students Related) Contributing to Examination Malpractices at Secondary School Level

Table 14. Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Parents Related) Contributing to Examination Malpractices at Secondary School Level

Factors Contributing to Examination Malpractices	N	Freq:	% age
So much care of (protocol) supervisory staff by parents	840	748	89.0
Parental encouragement regarding cheating	840	731	87.0
Parental pressure for securing high marks	840	692	82.4
Parental threats to supervisory staff	840	521	62.0

Table 14 shows the cumulative responses of the respondents about parents' related factors that contribute to examination malpractices. Majority of the respondents (89.0%) claimed that so much care of supervisory staff by parents is the key factor that contributes examination malpractices. Another main factor is the parental encouragement regarding cheating (87.0%). Other important factors are parental pressure for securing high marks (82.4%) and parental threats to supervisory staff (62.0%).

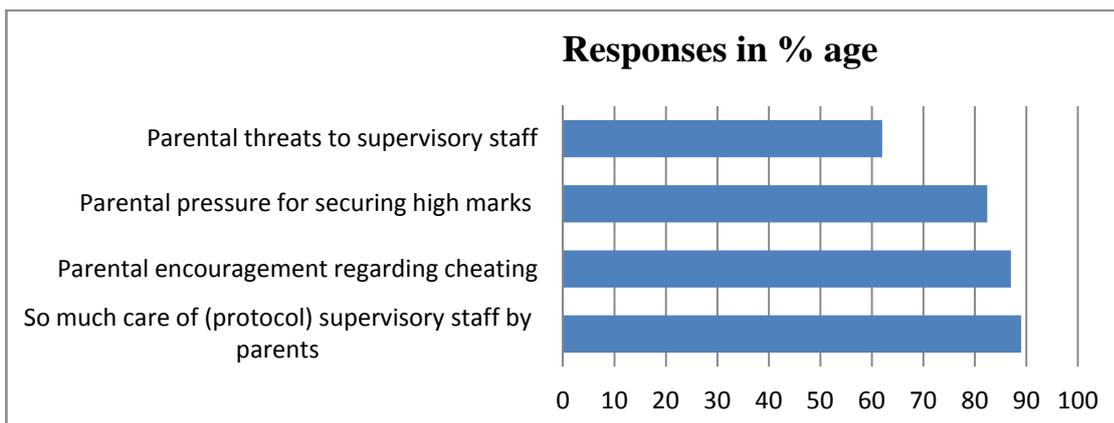


Figure 2. Showing Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Parents Related) Contributing to Examination Malpractices at Secondary School Level

Table 15. Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Teachers Related) Contributing to Examination Malpractices at Secondary School Level

Factors Contributing to Examination Malpractices	N	Freq:	% age
Low morale of teachers	840	687	81.8
Teachers want to improve their results	840	671	79.9
Economic depression of teachers	840	664	79.0
Failure in covering syllabus in time	840	561	66.8

Table 15 illustrates the cumulative responses of the respondents about teachers' related factors that contribute to examination malpractices. Majority of the respondents (81.8%) said that low morale of teachers is the main factor that contributes examination malpractices. Other important factors i.e., teachers want to improve their results (79.9%), economic depression of teachers (79.0%) and failure in covering syllabus in time (66.8%).

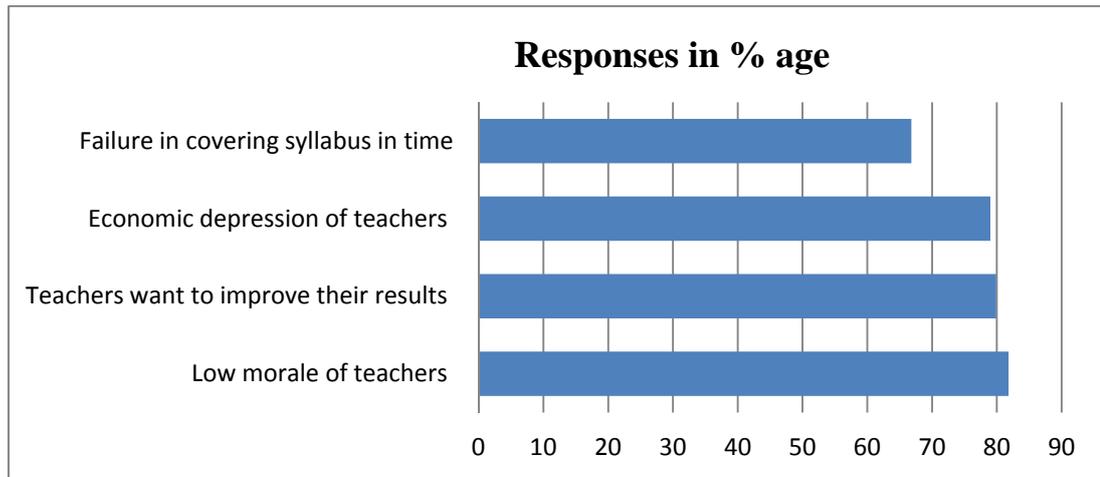


Figure 3. Showing Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Teachers Related) Contributing to Examination Malpractices at Secondary School Level

Table 16. Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Supervisory staff Related) Contributing to Examination Malpractices at Secondary School Level

Factors Contributing to Examination Malpractices	N	Freq:	% age
Examiners do not follow examination rules and regulations	840	739	88.0
Low morale of supervisory staff	840	736	87.6
Unattractive package of daily and conveyance allowances	840	729	86.8
Economic depression of supervisory staff	840	721	85.8
Poor supervision or invigilation	840	703	83.7
Examiners are not dedicated to their duties	840	692	82.4

Table 16 depicts the cumulative responses of the respondents about parents' related factors that contribute to examination malpractices. Respondents claimed that poor implementation of examination rules by examiners (88.0%); low morale of supervisory staff (87.6%); unattractive package of daily and conveyance allowances (86.8%); economic depression of supervisory staff (85.8%); Poor supervision or invigilation (83.7%); and disloyalty of examiners (82.4%) are the factors that contribute to examination malpractices.

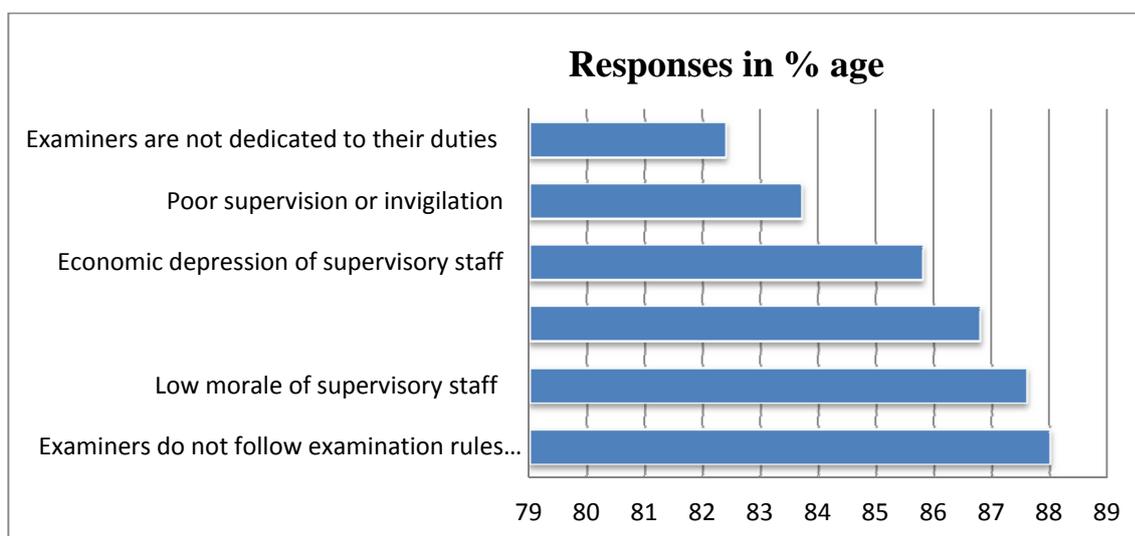


Figure 3. Showing Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Supervisory staff Related) Contributing to Examination Malpractices at Secondary School Level

Table 17. Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Miscellaneous) Contributing to Examination Malpractices at Secondary School Level

Factors Contributing to Examination Malpractices	N	Freq:	% age
Culture of gifts and so much care of supervisory staff	840	762	90.7
No fear of punishment	840	759	90.4
Poor Implementation of Examination rules	840	754	90.0
Favouritism in the allotment of examination duties	840	741	88.2
Disloyalty of Government in eradicating malpractices	840	741	88.2
School pressure for good results	840	732	87.1
Poor performance of board authorities.	840	726	86.4
Political interference	840	697	83.0
Poor teaching learning process	840	693	82.5
Lack of teaching staff	840	688	81.9

Table 17 depicts the cumulative responses of the respondents about parents' related factors that contribute to examination malpractices. respondents responded that culture of gifts and so much care of supervisory staff (90.7%); no fear of punishment (90.4%); poor implementation of examination rules (90.0%); favouritism in the allotment of examination duties (88.2%); allotment of examination duties against merit (89.0%); disloyalty of government in eradicating malpractices (88.2%); School pressure for good results (87.1%); poor performance of board authorities (86.4%); political interference (83.0%); poor teaching learning process (82.5%) and lack of teaching staff (81.9%) are the factors that contribute to examination malpractices.

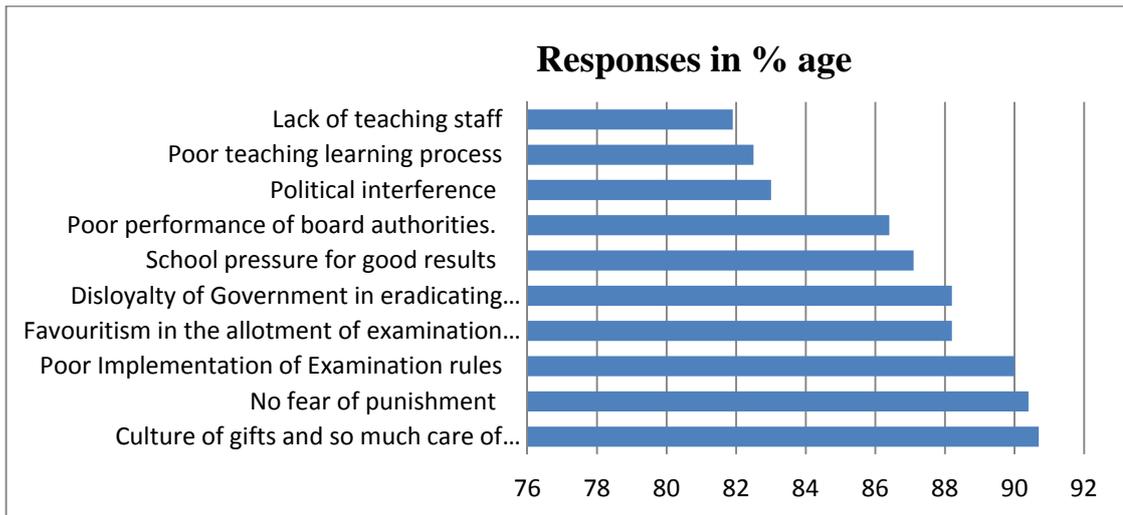


Figure 4. Showing Cumulative Responses of the Heads (N=60), Teachers (N=180) and Students (N=600) about Factors (Miscellaneous) Contributing to Examination Malpractices at Secondary School Level

Discussion

The purpose of the study was to identify the factors contributing to examination malpractices at secondary school level in Kohat Division. The occurrence of examination malpractice at any level of education system possesses the greatest threat to the validity and reliability of examination system. In this area of Khyber Pakhtunkhwa, examination system is completely collapsed which is a great threat to the education system. The study indicates that there is a general trend in our society towards cheating and this is encouraged and supported by almost all members of the society. It brings great destruction to the religious, social, economic and political lives of a nation. According to Obasi (2009), the impacts of examination malpractices in the society are destructive as it affects the whole society, the individual, the school, the home, the government, the private organization and the international community negatively. Therefore it is imperative to eradicate the curse of examinations' malpractices otherwise the entire system of the nation will be collapsed and demolished.

The findings of the study reveal that there are a number of factors that contribute malpractices in examinations. Corruption is one of the main factors that contribute to examination malpractices. The students know that if they offer bribe to supervisory staff, they will be permitted to cheat in examination hall. So, it is right to say that these factors develop the culture of malpractices in examinations. Another important factor is the misuse of computer and mobile device by students. They watch obnoxious and objectionable movies through mobile and computer which adversely affect their academic progress. It was also come to light that parents are responsible in developing the trend of unfair means during examinations. They consider cheating the right of their children. They make approaches to the supervisory staff at any cost. For this purpose, they offer gifts and take so much care of supervisory staff. In some cases, they threat supervisory staff in order to permit their children for cheating in examination. During examinations, huge amount of money from candidates are collected both in private as well as in public secondary schools. In addition, gifts i.e., dinner sets, blankets, shoes, clothing, electronic devices, perfumes and even mobile cards are collected. The findings support the results of Asinya (2012) who established that candidates are asked to pay for 'logistics' in some private schools. The school personnel collect huge amount from candidates which they distribute among the supervisory staff in order to aid and abet examination malpractice. Then they hire persons who will come and write answers on the board for the candidates while supervisors and other examination officials look the other way. On the other hand, those who refuse to pay are seated in a separate classroom and are not allowed to benefit themselves from the aid.

The results of the study show that board authorities, teachers and parents are equally involved in supporting examination malpractices. Board authorities are not serious in eradicating the curse of cheating. Duties of supervisory staff are allotted on the basis of favouritism and against the merit. Examination rules are not implemented practically and effectively by the board authorities. There is poor secrecy of examinations papers. There is no system of reward and punishment. No fear of

punishment by supervisory staff develops the culture of unfair means during examination. The results support the findings of Adeyemi (2010) who established that non-implementation of the examination malpractices Act by government is one of the main causes of examination malpractices in secondary schools. He further explained that in the past, no culprit or offender was punished and hence many candidates continued to get involved in examination malpractices. He further added that since no culprit was given punishment and therefore examination malpractices among the candidates remained in the schools uncontrolled. The study also revealed that school pressure for good results is another important factor contributing to examination malpractices. They use all possible means and sources to improve their results. They make use of unfair means to improve their results. Even they trained their students in using unfair means before the commencement of examination. Shoneka (1996) found that teachers assist candidates to engage in examination malpractice. For this purpose, candidates are trained by coaching before the commencement of examination. He further said that this trend is being used by the schools to improve their position in the society which have become an important indicator for parents to select a school for their children.

The results of the study indicate that supervisory staff is not loyal to their duties. Delegated duties are not properly performed. But on the other hand, the results indicate that teachers are economically depressed and they are not given handsome daily and other allowances. They are not provided proper facilities during examinations. In addition, they are threatened by parents and students for allowing unfair means in examination. That's why they are compelled and are not able to perform their duties effectively. The results advocate the findings of Emaikwu and Eba (2007) who established that students go into examination hall with pistols and daggers "to take care" of anyone that would prevent them from cheating and other malpractices.

The findings of the study show that there are other factors that encourage malpractices in examinations. School teachers support students during examinations in order to show good results in their subjects. They often fail to cover their course syllabus in due time and hence students feel difficulty in attempting papers as the papers are prepared in whole course. That is why they are compelled to use other unfair means to attempt their papers. Hence, it promotes the culture of malpractices in examination. The study also revealed that students get involved in malpractices due the fear of failure. They try their best to pass themselves at any cost in examination and that's why they use unfair means. The findings support the results of Onyechere (2006) who found that there are some factors that contribute examination malpractices such as, fear of failure, excessive emphasis on paper qualification and lack of resources for teaching. In the same way, Benard (1992) noted that candidates can cope better with anxiety than with fear of failure. He further says that students can develop fear for examinations. Due to this fear, candidates are compelled to continue examination malpractices.

Another cause of examination malpractices is inadequate preparation for examination. In a number of schools there is lack of teaching staff and the students are not prepared adequately for examinations. Most of the students have no time for their studies. They spend their time in attending parties and joining companies who involve in annoying and distressing activities. Thus they are not in the position to pass the examination. The findings support the results of Owuamanam (2005) and Adeyemi (2010). They concluded that students were not well prepared and groomed for examination and they would want to pass the examinations by all means. Consequently, they use all possible means to pass the examination.

The results of the study indicate that different forms of malpractices are practiced during examinations. Majority of the respondents (96.7%) responded that students bring unauthorized materials i.e. pocket guides, electronics devices etc. to examination hall which is a common form. Almost all the students exercise this practice without any hesitation and fear. Teachers and parents send prepared answers to students during examinations in order to ensure good results of their school (94.4%). Cheating directly from textbooks is commonly observed (94.2%). Questions are leaked out at the start of paper (93.9%). School authorities collude with supervisory staff to assist students (91.1%). Papers leakage is also a form of malpractices (86.4%). Cheating from one another is commonly observed malpractice during examination (82%). 74.5% respondents claimed that impersonation is also observed during examinations. For this purpose, other people are hired to write the examination through impersonation. 73.1% respondents claimed that in some cases papers are attempted outside of examination hall. 68.5% responded that during examination, students change their scripts with one another. Teachers give illegal marks to students during marking on the basis of favouritism and bribe (61.0%). The findings support the results of Ivowi (1996) and Denga & Denga (1998) who identified different forms of examination malpractices as; collusion, impersonation, smuggling of answer samples and examination leakage. They further found that mass cheating, ill-treatment with examination officials, irregular activities inside and outside examination hall. Ugwu (2008) also identified some forms of examination malpractices. He claimed that hiring other people to write for candidates, leakage

of answers and impersonation are the forms of examination malpractice. Likewise Igwe's (2004) and Bandele (2005) noted that teachers send prepared answers to their students during examinations.

Conclusions

The study revealed that there are different forms of examination malpractices which are practiced during examination. These are; bringing of unauthorized materials to examination hall; sending of prepared answers to students by teachers and parents; impersonation; colluding of school teachers with examiners to assist the students; questions and papers leakages; cheating from one another; cheating directly from textbooks; attempting of papers outside the examination halls; and scripts changing. The results of study explored that there are various factors that contribute to examination malpractices i.e., corruption; students and parental threats to supervisory staff; parental pressure for securing high marks; poor implementation of examinations rules; collusion of school authorities with examiners; school pressure for good results; no fear of punishment; inadequate preparation for examination; misuse of computer and mobile devices by students; poor invigilation; disloyalty of examination bodies; allotment of examination duties against merit; gifts culture and so much care of supervisory staff; fear of failure; poor morale and economic depression of supervisory staff; poor daily allowances and facilities to supervisory staff; poor teaching learning process; lack of teaching staff; and overscheduled involvement in co-curricular activities.

Recommendations

In the light findings and conclusions, the following recommendations were made:

1. Examination's law and rules should be implemented effectively. Culprit students should be given severe punishment according to examination's law so that it may render a lesson to others. Likewise, teachers, supervisory staff and other examination bodies who were found get involved in examination malpractices should be subjected to exemplary punishment according to the examination act and law.
2. Supervisory staff may be provided full proof security and other facilities so that they may perform their duties effectively. They should be given handsome daily and traveling allowances as well.
3. The number of invigilators and supervisors should be increased in the examination halls. Surprising visits of honest and dedicated inspectors should be ensured. Drastic action should be taken against those who were found guilty.
4. Corruption should be discouraged during examination as it is the main factor that contributes to examination malpractices. Offenders should be subjected under severe punishment as mentioned in examination laws.
5. The students should be thoroughly body searched before entering the examination hall. Finger prints system should be introduced for identification of the students to avoid impersonation. In addition, electronic devices may be used to check the body parts of the candidates before entering the examination hall.
6. The pattern of the papers should be reviewed and made it subjective rather than objective because such type of examinations are not easier to copy.
7. Gift culture and so much care of supervisory staff should be banned and drastic action should be taken against the offenders. For this purpose, a special investigation department like CIA or IB should be established who will report the higher authorities about the conduction of examination.
8. Examination duties should be allotted through transparent computerized system. For this purpose, a special committee should be constituted which include dedicated and loyal personnel. Favouritism should be discouraged. Honest reputed personnel should be assigned examination duties such as paper sitting, invigilation and checking of answer scripts.
9. Supervision of students during examination should be enhanced and made effective by the collaborative efforts of all the stakeholders and examinations bodies.

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