TITLE PAGE

STUDENTS' PERCEPTION OF INFLUENCE OF SOCIAL STUDIES EDUCATION IN RESOLVING THE CASES OF EXAMINATION MISCODUCT IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE

BY

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BEING A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY , IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE IN SOCIAL STUDIES EDUCATION (M.ED/EDUCATION SOCIAL STUDIES)
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

SEPTEMBER, 2014

DECLARATION

I declare that, the work in this thesis titled "Students" perception of the influence of Social Studies Education in resolving Examination Misconduct in Junior Secondary Schools in Kaduna State", was written by me in the Department of Art and Social Science Education under the supervision of Dr. M.C. Ubah and Dr. I.D. Abubakar. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree at any University.

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CERTIFICATION

This Thesis entitled "Students' perception of the influence of social Studies Education in resolving Examination Misconduct in Junior Secondary School in Kaduna State", by Ann Adaku Asuquo, meets the regulation governing the award of the degree of masters in education Social Studies Education of Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis work is dedicated to my mother Mrs. Rose Ofoegbu, who laid the foundation that produced this great performance and my late Father, Chief C. Ofoegbu.

ACKNOWLEDGEMENTS

First and foremost, my greatest appreciation goes to God who made me and gave me life, good health, protection, safe trips, and helping me to complete this course. To Him be the glory forever. The completion of this thesis work was achieved by using some human instruments, my big thanks and sincere appreciation goes to my able major supervisor Dr. M.C. Ubah and my Head of section; indeed, no expression of appreciation of his work is adequate, his accessibility, friendliness, patience, criticisms, supports, advice, suggestions and corrections gave this work perfect touch.

I also extend my deep appreciation to my second supervisor Dr. I. D Abubakar. You are a man of positive words, I appreciate. Also I remember Late Prof. M-Ben Yunusa, may his gentle soul rest in peace.

I register my gratitude to the Head of Arts and Social Science, Education Department - Prof. FSM Kayo, Sir- you are great! I express my sincere gratitude to the following lecturers: Dr. H.I Usman, Dr. Mrs. Alagbu, Dr. Mrs. Hanna Yusuf, Dr. H.I Bayero, Mrs. R.P Khan, Dr. Sani Sambo, Dr. Mrs. R. Bello and Dr. Guga. I am grateful to you all.

I did not forget my parents in the Lord, Rev. and Rev. Mrs. Joshua Omaraiyewa. Thanks for your wonderful prayers.

Furthermore, my appreciation goes to my family members, Mr. Jude, Kelvin, Julius, Paul, Godwin, Henry, the great Ofoegbu's and James Ntukidem family, I love you all!

And to my beloved husband, Pastor James Asuquo, who met me when I was no body. You became the instrument used to reach this height. Your encouragement has kept me going. And to my little angels Nancy, Caleb and Joshua Asuquo (the great NCJ Group) for your prayers, endurance and moral support can never be quantified.

My gratitude also goes to these people: Dr. Ajakayi, Mr. Martins, Dr. Mekai and Late Dr. Mrs. Enesi. A big thanks to you all. I acknowledge Aunty Mary, Uncle Friday and the rest of Santally Business Computer. I did not forget Mr. Abel Palemo and Mallam Abubakar Ibrahim for their contributions; you are all wonderful. I will also thank the staff and students of St. Patrick Primary and Secondary School, Christ High School, Redemption Academy College, Sardauna Memorial College and Government Secondary school Air Force Base, for your great contributions.

ABSTRACT

This study attempted to investigate students' perception of the influence of social studies education in resolving examination Misconduct in Junior Secondary Schools, in Kaduna State. The study used descriptive survey method because of the nature of its large population. A sample of 500 students were selected from 2 local government areas with 29 schools from a population of 5,000 students through ballot lottery. Data were collected with the use of questionnaire and the three null hypotheses were tested at 0.05 alpha level, with independent t-test statistics. It was found out among other things that differences existed amongst the students. From the findings, it was established that one can score good grades without cheating among other things. The study recommended the following; that students should study hard always and should shun bad friends. Again, that students should be motivated if they will excel in examinations without involving in examination misconduct.

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ABBREVIATION

Abbreviation	Full Meaning
AIT	African Independent Television
JSS II	Junior Secondary School II
JSS III	Junior Secondary School III
SOSAN	Social Studies Association of Nigeria
ASESP	African Social Environmental Studies Programme
NCOSS	National Council of Social Studies
CESAC	Council of Social Studies
UNESCO	United Nation Educational Scientific and Cultural Organization
WAEC	West African Examination Council
NABTEB	National Business and Technical Examination Board
NBEM	National Board for Education Measurement
NECO	National Examination Council Organization
U.S.A	United State of America
T.V	Television
JAMB	Joint Admission and Matriculation Board
L.G.A	Local Government Area
S.M.C	Sardauna Memorial College

A.U	African Union
SPISSEREMQ	Students Perception of the Influence of Social Studies Education in Resolving Examination Misconduct questionnaire
ECOWAS	Economic Community of West African States
GJSS	Government Junior Secondary School

OPERATIONAL DEFINITION OF TERMS

1. Curriculum: A course of study

2. Empirical: - Based on observation or experiment

3. Examination Misconduct: Act of committing bad behavior in an examination. Act of wrongdoing improper professional behavior

4. Hypothesis: A supposition or idea put forward as a basis for reasoning or investigation.

5. Instrumentation: - The act of using measuring device in an experiment

6. Null Hypothesis: - A proposition that undergoes verifications to determine if it should be accepted or rejected.

7. Perception: - Act or ability to become aware in a particular way.

CHAPTER ONE

Introduction

1.1 Background to the Study

Many Nigerian educators and other worried minds, have adopted the patterns and approaches that could solve the problems arising from Nigeria's social predicaments. There is no doubt, that the reason behind the Nigeria National curriculum conference held in Lagos in 1969 was aimed at addressing national academic problems. The conference, amongst other things called for teaching of social norms and values through Social Studies Education in order to solve problems. Therefore, social studies education focuses on creating awareness and understanding that would transform the learners into citizens with skills, competence, moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the social political and economic development of Nigerian society.

The concept of social Studies Education brings hope to social predicaments in Nigeria as a nation. The objective of social studies Education is to inculcate the right type of skills and good virtues, which will make a learner to be a good citizen, with good moral values. Thus, if achieved will create a conducive environment for educational system. No wonder the academic certificates being

issued to graduates in Nigeria are no more valuable than the pieces of paper on which they are printed, according to the view of most foreigners.

What then is examination misconduct? Examination misconduct is a situation in which candidates in an examination are give undue advantages before, during or after the examination so that the candidates win cheap success thereafter. Hence, the sanctity of the examination is broken or violated. Examination misconduct portends grave dangers for the nation. In the first place, our graduates of educational institutions, can not stand the test of time. They are ill-baked because there was no thoroughness in their training and the process of academic acquisition.

Also, the negative trend can be seen in employees being engaged in jobs they are not suited for, since the certificates they claim to possess are not merited. In addition, seriousness is thrown to the wind. Students have little time for their studies as they attend parties, engage in drug addiction and other unwanted behaviours.

Furthermore, bribery and corrupt practices accompany examination. This is because the cheats offer money and at times their bodies to get illicit assistance in the examination hall. Bribes are offered to invigilators and supervisors so that they may connive with the examination cheats to have a field day in the hall.

Creativity and resourcefulness are hampered or discourage in a nation where examination misconduct thrives.

The cankerworm named examination misconduct should be stamped out of the country before they wreak greater havoc to our social, religious, economic and political lives of Nigeria. God help Nigeria to accomplish just this.

Examination misconduct has become a common feature in our contemporary Nigeria school system. There are examination leakages, irregularities and cheating during class test, and also at the end of the term are even at a more alarming rate. The youths or students are leaders of tomorrow, but in the present day Nigeria, it is regrettable that some negative value practices have found their ways into our educational system. The unreliable nature of our examination in recent time is causing serious damage to the quality of products from our highly respected and reputable educational system. Most of our graduate today came out as half baked; un- equipped or better still quacks, all because our examination has lost its credibility. The outcome of this is what we are seeing today in the society, fake drugs, fraud in banks and government offices, collapsed buildings and a failed nation.

1.2 Statement of the Problem

The cases of examination misconduct are embarrassing, all over the world. The statistics records from examining bodies like the West African Examination Council (WAEC) and National Examination Council Organization (NECO) confirmed that more than 1.6 million student's results are either cancelled or withheld every year. That notwithstanding, close to eight thousands of students are either expelled or restricted out of various institution of higher learning in Nigeria, just because of examination misconduct. (Onyechere 2004).

He also added that the major reasons behind cheating is associated with the societal value system and high regard for paper qualifications instead of practical ability . Indeed, many students engage in examination misconduct because of fear of failure, others because of lack of self confidence and the rest want to please their parents and peer group.

The male and female students were not left out. Thus, examination misconduct have become an issue both within Nigeria in general and even among junior secondary students in particular. This alarming situation has really caused a lot of setback in our Nigeria economy, general growth and even social life of the people, in the society. This now requires the intervention of social studies education. This and more have prompted the researcher to go into investigation of student's

perception of influence of social studies education in resolving cases of examination misconduct in Junior Secondary Schools in Kaduna State.

1.3 Research Objectives

This research is attempted to investigate into the influence of social studies education in resolving cases of examination misconduct in junior secondary school in Kaduna state.

This research has the following objectives.

I. To determine if differences existed between the perception of male and female students of the influence of social studies education in resolving cases of examination misconduct in Kaduna State.

ii. To determine if differences exist between the perceptions of JSS II and JSS III students of the influence of social studies education in resolving examination misconduct.

iii. To determine if differences exists between the perception of urban and Rural Students of the influence of social studies education in resolving cases of examination misconduct.

1.4 Research Questions

The research questions were as follows:

I. What form or type of examination misconduct engaged by junior secondary school students in Kaduna State?

ii. Why do junior secondary schools students engage in examination misconduct?

iii. Can perception of social studies education have any influence in eliminating examination misconduct in schools?

1.5 Research Hypothesis

This research has the following Null Hypothesis

I. There is no significance difference between the perception of male and female junior secondary school students with regards to the influence of social studies education components in resolving cases of examination misconduct in Kaduna State.

ii. There is no significant difference between the perceptions of JSS II & JSS III students with regards to the influence of social studies Education components in resolving cases of examination misconduct in Kaduna state.

iii. There is no significant differences between the perception of JSS II and JSS III Students of the influence of social studies education in resolving cases of examination misconduct with regards to location.

1.6 The Significance of the Study

The research findings will be beneficial to the students of various level of the educational system, because it will inculcate into them the virtues of hard work which will make them patriotic learners.

Also, it will assist the government, educational planners and administrators who are faced with the challenges of examination, to proffer solutions to these challenges. Again , it will make the school authority not to spend much money in putting in place all the necessary gadgets that will prevent examination misconduct because the student have willingly imbibe the ethics of examination and would want to display them always. In addition to that, it will be beneficial to the current researchers in the new venture of fighting this terrible monster that has rapidly destroyed the quality of education in Kaduna State and Nigeria in general.

Finally, the findings will help to create awareness to parents and the public in general; the need to join hands to fight this challenges and brings victory to the educational sector.

1.7 Delimitation of the Study.

The research study is on influence of Social Studies Education in resolving cases of examination misconduct in Junior Secondary Schools in Kaduna State. The study focuses on Junior Secondary Schools in Kaduna North and Igabi Local Government Area of Kaduna State. The respondent covered Government Junior Secondary school students with focus on JSS II and JSS III. These levels (JSS II and JSS III) have been exposed to the Social Studies Educational Curriculum

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The future of any society, Nigeria inclusive should not depend on the achievement of science and technology alone, but also upon the type of attitudes and values that have bearing on human relation and value orientation. This is considered vital because the kind of attitudes and values that an individual in a given society has, determines the integration and stability of such a society. Thus, these chapters therefore provide and review relevant and related literature to the study under the following sub-headings:

- Theoretical Frame Work
- Concept of Examination misconduct
- History of examination misconduct in Nigeria
- Current situation of Examination misconduct in Nigeria
- Gender issues in examination misconduct
- Causes of examination misconduct
- Type/Forms of examination misconduct
- Concept of Social Studies Education

- Historical Development of Social Studies Education in Nigeria
- Nature of Social Studies Education
- Scope of Social Studies Education
- Goals and objective of Social Studies Education in Nigeria
- Social Studies Instructional Materials.
- Social studies evaluation guide
- Review of empirical related studies
- Summary

2.2 Theoretical Framework

The Social Learning Theory of Interaction was chosen as the theoretical frame work of this study.

The theory was formulated in 1920 by Ashley Crossman. The theory attempts to explain socialization and its effect on the development of self. Social learning theory looks at the individual learning process, the formation of self and the influence of the society in socialization of an individual mind set. This theory considers the formation of one's identity to the learned and response to social stimuli. It stressed the societal content of socialization rather than the individual mind. The theory stressed and confirmed that an individual identity is not the product of the unconscious (such as belief of psychoanalytic) but instead, it is the

result of modeling oneself in response to the expectation of others' behaviour and attitude reinforcement and encouragement from the people around us.

The social learning theory acknowledges that childhood learning is important and also, the identity people acquire is formed more by the behavior and attitude of others. This theory is always used to explain deviance and crime in the society. No wonder, Huges and Kreohler (2005) in support of the above theory carried out an investigation on influence of association on crime and examination misconduct, which they came up with the following findings:

i. **That crime is Deeply Rooted in Interaction:** These sociologists maintained that social interaction play a vital part and mounding people's attitude and culture in the society. (Huges and Croehler, 2005). They went further to derive that, social disorganization describes neighborhood in which control had weakened and as a result, lawlessness prevailed. (Lilly, 2002). In buttressing the point, Ojo (2007) argued that lawless environment breed crime and examination misconduct. In further explanation, he used Nigeria as an example, and maintained that laws on examination misconduct are no long have effect on the culprits. It is confirmed that Nigerian government at all levels seems not to be helping the situation by not acting decisively about the menace of examination misconduct. It was aided that Nigerian judiciary has become a toothless bull-dog that can never prosecute the

violators. No wonder the menace is fast becoming a cancer in our society. (Ojo, 2007). This means that a person's behaviour is as a result of socialization and his ability to interact effectively. That means that how a person act depend on how those around him/her desire him/her to act and this will determine the rate of conformed to norms of the society.

ii. **That criminal acts like examination misconduct** are most time learnt, and transmitted from one generation to another in the process of socialization; most of the student who indulge in examination misconduct do so because they interact with those who indulged in it perhaps their class mates (Amalah, 2009). He added that these students cheat in examination because their friends have done it in the past and went scot free. Thus as he concludes, it is always common in the school environment where students are easily influenced by their colleagues or peer group. Ijaiya (2004) angrily argued that most parents at home often socialize their children to criminal acts. In her explanation, she maintains that parents encouraging their wards to indulge in crimes like examination misconduct in most schools. Ojo and Adeyemi (2007) pointed out that, those crimes initiations include the occult world (witchcraft, marinespirit, Ogboni fraternity and other secret cults, smuggling, fornication, prostitution and so on). They went further to explain the mothers and fathers were rated 3rd and 10th agents of examination misconduct in

the society. Most of the children may not act differently when they become adults, and his will be difficult to be rooted out as it is the present day of our nation.

iii. **That closeness also encourages imitation of people into committing examination misconduct**: Without being connected and closely related, it is impossible to be initiated into crime (Huges and Croehloer, 2005). Oyedepo (2010) in support of the argument stated that, closeness can enhance adequate training of children but if negatively applied, the aim will be defeated. He went further to argue that children are meant to t take and obey instructions from their parents at home or elsewhere and added that children are biological raw material that only training from parent, teachers and elders into society can turn them into assets (Oyedepo, 2010).

iv. **That crime like examination misconduct is always carried out in a group setting:** Stark (1987) argued that successful execution of most examination misconduct cases takes agreement and involvement of more than one person (Ijiaya, 2001). The report went further to explain that this social problems is increasing in our society because most parents initiate the move to their children while teachers, principals, invigilators, examination agents, etc act as collaborators (Onyechere, 2004). The sociologists (Iyaiyai and Onyechere 2004) argued that if the collaborators disagreed with each other, the crime will not take place. In that

case, not every child can be successfully recruited into crime alone rather in a group as has been clearly shown. These finding have shown that examination misconduct is an act that is committed among the group of people which have close relationship and express effective integration.

2.3 Concept of examination misconduct;

Examination misconduct is a menace noticed form east to west and north to south. This evil occurrence in schools echoed in all the nooks and crannies of this country. The disease has eaten deep at all levels of our educational system ranging from the tertiary down to the primary level of education. (Adegoke 2012). It has become a perennial problem in our educational system which is of interest to educators, researchers and even the general public alike. The internet stems form the fact that, academic integrity is a desirable characteristic, these students and the entire populace should strive to emulate. Some research works which have been done reported the motives that gave rise to this misconduct behavior. But this study at hand wants to find out the student's perception and influence of social studies education on examination misconduct. It is an activity of a student or group of students which is aimed at achieving more grades unlike in a normal situation. Fatai (2005), defines it as any irregular act exhibited by candidates or anybody

who clearly breach the rules governing the conduct and integrity of the examination.

The view of Omotosho (2009) stated that, it is a dishonest use of position of trust for personal gain. To buttress the point, Nwachuni (2005) explains that the Nigerian educational system of recent has become a "contemporary shame", he added, that was as a result of examination misconduct. One can say then that this should be the reason why Nigerian certificates are always screened and screened, outside the country, because of examination misconduct is any illegal act or attitude committed by students' single - handed or in collaboration with others like fellow students, parents, teachers, supervisors, printers and anybody or group of persons before, during or after examination in order to obtain underserved marks or grades. This means that any performance on falsehood leads to fake result or certificates. This and similar reasons made the Federal Military Government to promulgates "Examination misconduct Decree 20 in 1984. The decree prescribes heavy punishment penalties. Examination misconduct is still growing in leaps and bounds at all levels of the Nigeria educational system (Uchechukwu 2010). He went further to state that pupils / students, teachers, school administrators, parent, examination invigilators and supervisors, custodians of examination materials, officials of examination bodies and law enforcement agents are all involved.

William (2004) supported the general overhauling which is an ethical reorientation of the entire educational system through the use of strategic management. He added that, the aim is to phase out the entire academic dishonesty out of educational sector. Ugwu (2008) emphasizes that the youth believe, they cannot be successful in examination without this examination misconduct, which they have been baptized with so many names; Megob, help, memory back up, reminder etc. The scourge has become the order of the day such that, it takes a high degree of courage and deep sense of patriotism for anyone to bother himself /herself discussing. (Ugwu, 2008). From all these said and done, one will boldly conclude that examination misconduct is a woof to the progress of any nation whether economic or educational.

2.4 History of Examination Misconduct in Nigeria;

An examination misconduct has been in existence for a long time. For example, there was a leakage of senior Cambridge local examination in 1914. (Ezebobor 2002, Adekale, 2001). After independence there was hardly any year when no examination misconduct was not recorded. There was a leakage in West African Examination (WAEC) papers in 1963, 1967, 1971, 1977, and 1981. These were so serious that a panel of enquiry was set up by the Federal Government to investigate the 1977 examination leakage and a recommended sanction on WAEC officials

who were involved in the selling of WAEC workload and use of continuous assessment as a factor for award of certificate, (Ezeobor 2002). Consequently, new examination bodies were established. There was Joint Admission and Matriculation Board (JAMB) which was established in 1978 to conduct matriculation examination for admission into Universities, polytechnics and colleges of Education, National Business and Technical Examination Board (NABTEB) which was established in 1992 and changed to National Examination Council Organization (NECO) in 1999, to conduct school certificate examination (Olagboye, 2004). Apart from that, another measure was introduced by the Federal Government in the promulgation of decree 20 in 1984, which stipulated a 21 year jail term, for those found guilty of examination misconduct. Again, there was another decree 33 of 1999 stipulating imprisonment for term up to five years of examination misconduct. (Auchi Polytechnic, 2007). In spite of these measures, the menace continues to occur in virtually all public and institutionally organized examinations.

In 2006, the Federal Ministry of Education blacklisted and derecognized about 324 secondary schools across the nation as centers for conducting public examination from 2007 - 2010. The distribution of the schools which were found guilty of the examination misconduct are as shown in the below table.

Table 2:1

Table Showing the Number of Examination Misconduct in Nigerian Secondary Schools		
Zones	No. of school involved	Percentages (%)
North-Central	54	16.6
North-East	08	2.5
North-West	12	3.6
South-East	48	14.8
South-South	116	36.0
South-West	86	26.5
Total	**324**	**100**

Source: (Ukoha 2007) Week- End Times, 17th & 18th February, 2007, p4.

From the above table, it clearly shows that examination misconduct in secondary schools is a national problem. The South - South zone from the record has 116 schools, followed by south - West zone with 86 schools. The North - East zone has 8 schools which is the least in the six zones.

2.5 Current Situation of Examination Misconduct and its widespread manifestation have received attention in most research work. Cizek (2002) examination misconduct or academic dishonesty has become a concern to educators. He concluded that cheating is a global phenomenon with little cultural variation. McCabe (2001) stated that about 7,000 students of Nashville in U.S.A were confirmed and admitted to cheat at least once in their academic carrier.

Williams (2000) in support added that academic dishonesty is endemic at all levels of education. She went further to illustrate that, in United States, studies showed that about 20% of students started cheating even in elementary school level. This means that cheating in examination started even at a lower level and works its ways up (Wilfred, 2002). This clearly shows that examination cheating cut across all levels of education. Fredrik (2009) confirmed that there were mass cheatings involving more than 1,000 people in civil service job examination, in China. In addition to that, Seoul, South Korea, police arrested some men in connection with examination misconduct (Fredrik, 2009). He added that even the first year medical students in Luck now India, were caught in various forms of examination misconduct. Vincent (2006) also came up with the rate at which academic cheating have sky - rocketed during the past decade globally. He gave an example of Britain, where there were reports of rampant cheating in A- level examinations.

Back home in Nigeria, the story is still the same, though there were no proper documentation by the institutions' administrations. The reason may be that, most of these administrators would not want the public to know that cheating occurs in their schools, in order not to ridicule their certificates, but that does not mean that there were no cases of examination misconduct scandal in those institutions.

There exist evidences in our national dailies and some incomplete documents in our institutions of higher learning that could be of much use to this study. A Nigerian candidate had his papers cancelled because he possessed notes on history during examination (Okoye, 2001). The reports by Useni (2003) stated that the University of Calabar expelled twenty-four (24) students for involvement in various examinations misconduct. In addition to that, the University of Lagos, dismissed and rusticated fifty - four (54) students in April, 1991, and further added that a lecturer at Federal College of Education, Abeokuta was sent packing from government residential quarters on an indefinite suspension as a result of assistance given to a female student believed to be his girlfriend in examination fraud. In the same line, Ikpe (2000) fought it out, with a student, who was reported swallowed the "bullets" in examination hall, on sighting the invigilator. Auchi polytechnic (2000) confirmed that the institution expelled about nineteen (19) students for examination misconduct. The finding went further to conclude that thirty - four (34) students, who forged National Diploma Statement of result, were also expelled.

Also, Daily Champion (2004) stated that yearly on the average, about seven hundred thousand (700,000) results of candidates were either canceled or seized by public examination bodies, over 300 principals, teachers, supervisors and

invigilators are being blacklisted. Apart from that, several schools are de-recognized as examination centre. In support of this trend, African Independent Television (AIT 2007) confirmed in their broadcast of the arrest of an Assistant Senior Registrar and several others while assisting students in examination hall. The report went further to add that these staff of course, lost their jobs while the students result for that centre, also were cancelled.

All these, reviewed the fact that, examination cheating is a global issue. The finding showed that, its characteristics are seen at all levels and in all discipline irrespective of age, group, colour, race or religion. And this has become a challenge to the qualities of education in many countries of the world. No wonder, Joe (2000) noted that examination is "war" more of conscience of man, than on the physical body. This therefore calls for what Social Studies Education can do in fighting this "war" of conscience and value re-orientation.

2.6 Gender Issue in Examination Misconduct

Gender or sex role refers to a wide range of behavioural attitude and emotional states that are commonly associated with individual gender. Gender has given individual role stereotyping in which they come to believe that certain bahaviours are appropriate for members of a given gender. Psychologist argued that morals and values are those factors that affect cognitive performance. A review of a

research showed that those that show high morality in their behaviours perform better in academic work than those that have less moral value orientation (Bergin 2001). This means that a person who is highly sound in personal morality has a reduced incidence of involvement in examination misconduct. Oxford Dictionary New Edition (2005) stated that, gender is a state of being male or female. Rosnowski and Smith (2000) see gender as a wide range of behaviours and emotional attitude that are commonly seen as associated with individuals. Hydean (2001), differ in his own opinion, and stated that gender difference exited between male and female in both mental and academic process. But Trayvon's (2006) view, maintained that it is a psychological injury mostly among the male gender. He went further to state, how a black male was seen lying dead on the grass, after been caught cheating in examination hall in U.S.A

In support of that view, Pepys (2012) confirmed the high rate of male and female cheating and concluded that, males exhibit uniform increase rate in examination misconduct. Another re-emphasis was conformed that many females involved in New York City examination misconduct (Heater 2012). A research was carried out and it was established that 51% females and 49% males always involved in examination misconduct. (Derry, 2012) But Chinaga (2012) came up with the view that males have a high rate in examination misconduct than females. This shows

that both males and females are all engaged in examination misconduct. In Lilly's (2012) view, she was of the opinion that stress make female students to indulge in examination misconduct and went further to add that, if stress is reduced to the minimum, the examination misconduct will also reduce among the female students. Travis (2012) gave his contribution and stated that, males and females who involved in examination misconduct is as a result of rejection both from home, school and even in the society, and added that, study has shown that females involve more than males in examination misconduct. Mary (2000) and Olusade (2003) argued that anxiety is fear that can make one to be confused and carry out illegal attitudes. They advised that anxiety, which is part of adjustment; need to be corrected in students if examination misconduct has to be phased out completely. Oredein (2008) came up with the view that most girls find it very easy to inscribe information on any part of their body like thighs, baby pampers, purse and palms, than their male counterparts. But Amamize (2003) argued that, the learner's maturity and general exposure to different situations, determine whether or not the leaner will be involved in examination misconduct. One then can conclude the following:

- That examination misconduct are common to both males and females.

- That males and females can be induced by stress to do all illegal acts like cheating in examination
- And that maturity and personal exposure is a major determining factor in examination misconduct.
- Finally, that morality and value orientation of individuals determine the individual's dispositional attitude towards examination misconduct.

2.7 Causes of Examination Misconduct

Researchers on examinations misconduct have argued and contributed some basic factors responsible for examination misconduct, some of their findings include:

1. **Compromise of examination standard:** Cizek (2005) noted the increasing pressure on teachers who want to be seen as successful, thereby encouraging the students to cheat. These teachers believe that the students' performance is used to judge their competence and this generally encourages cheating in examination.
2. **Another cause of examination cheating is Federal Government's inability to fund the education sector properly** William (2004) agreed that the poor funding of the educational sector encourages examination misconduct. He further argued that, the 2.4% annual budget estimate allocated to the educational sector cannot be adequate to cater for her

numerous needs; of course, other alternative will be employed, to meet up with the need.

3. **Student Factors:** Students are the primary culprits; they are lazy, lack interest in their academic work, and show poor self-respect. Alarape and Onuka (2004) explained that, students cheating in examination have become a means of getting ahead academically, even without working hard. These students believe that cheating is the quickest and easiest thing to do to get a better performance.
4. **Undue emphasis on paper certificate and poverty in the society:** Obasanjo (2005) and Joshua (2008) supported the opinion that, poverty rate is high in the society, and this induces cheating in examination. They added that paper certificate has become a meal ticket, thereby making people to obtain them by all means.
5. **Inadequate preparation for examination:** Awanbor (2005) holds the opinion that both students and teachers need to adequately prepare for any examination, since the aim is to test the amount of teaching and learning that has taken place. Instead, the students and their teachers alike ignore this vital aspect and expect manna to fall from heaven through examination misconduct.

6. **The peer group influence:** The peer groups influences their members greatly. Azare (2006) stated that the peer group influence hold to a large extent, the performance of the group. If the student's peers are academically sound, the students also in this group will be equally sound and vice-versa.
7. **Parental support:** This also induces cheating, Irowi (2001), in support of the above view, added that some parents went as far as purchasing the examination question papers, or worst still, offer money for marking schemes and similar offences thereby promoting cheating.
8. **Moral Decadence:** Ayua (2006), emphasized that Nigerian society nowadays do not consider most, the moral value standard. They can do anything in the name of looking for money, thereby increase examination misconduct.
9. **Finally, examination misconduct in Nigeria has become an expensive venture:** Anire (2001), stated that this situation forces some students, to be involved in examination misconduct because the cost of re-registration is too high and this makes examination to become a do or die affair by the students, especially those who cannot afford the cost, the second time.

2.8 Types/Forms of Examination Misconduct

Examination misconduct with its ills and consequences have come to stay as a way of obtaining higher grades in our educational institutions for personal gains. The complex nature of our higher institution and the students desire to graduate with good grades has made the misconduct practitioners to coin it with different names, types and forms, Adamu (2001), Halima (2003) confirmed that examination misconduct in Nigeria manifest in various forms. She went further to list the following:

(a) ECOWAS, ECOMOG, AND OAU: This is where the students arrange the sitting position to supply the "raw materials" in an examination hall. Some of them go as far as exchanging question papers with points on them, answer scripts, whispers while on the lookout for the invigilators.

(b)–Academic Alliance: This is a situation where the "subscriber" (a male), adopts a cordial relationship between him and a female student. The subscriber or the provider supplies the "stuff" and make it available to whomever he wants that of course sitting too close.

(c) Leakage system: The question papers are exposed before the date or time of the examination. It can be exposed through the head of department n charge of the particular paper, Dean of school, the lecturers, the typist, examination body or officials, etc.

(d) Dubbing method: This is simply copying another student's work, word to word, in an examination hall. These "dubbers" sit n a close position to effect their motives.

(e) Walkie-Talkie: This is common most time in overcrowded halls., the students use the advantage of this situation to smuggle out questions to a "helper" who has been arranged to work it out, and return by the same means.

(f) Micro chips: This is where the students enter the examination hall with a paper in a coded language which only the owner can interpret.

(g) Computers: This method is common among the children from wealthy families e.g. carious fax calculator etc.

(h) Body writing: This method is common among the female students e.g. tattoo that can be easily erased, writing on the thighs, chest, palms, etc.

(i) Missiles, bullets or letter bombs: This is an advance misconduct in examination. Students enter the hall with "arms and ammunition" These items are reminders which are tiny pieces of papers, where works are summarized with major points. Once the papers are not noticed by the invigilators, then the bullet has successfully hit the target; others include impersonation, super prints and rewriting after the examination hour.

- Changing candidates' marks by the examiner

- Inducing the examiners, such as begging, appealing, offering gifts for marks etc (Halima 2003).

Usman (2004: 70-71) made the following observation,

> *"that the consequence of examination, is self deceit of caring a certificate/qualification, outright cancellation of the entire result, or of the affected subject (s), loss of confidence in examination bodies and the certificate issued, loss of job (s) and dignity by perpetrators, inability of candidates with false result to cope with the job nature"*

Ike (2001: p3) also identifies the similar consequence in his own words:

> *"Dangerous orientation for leaders of tomorrow, planting of seeds of fraud and corruption in the fertile mind of students, education without character or learning, certificates not backed by skills and knowledge, poor quality and fraudulent labour force, fatal professional errors that can result in loss of lives (especially in building and medical), failed business, failed contracts and careers destruction of institution and value systems."*

Apart from the above, the students who are the perpetrators are not left out in instant punishment. The Student Hand book (2004) listed the following punishments for candidates that are found guilty.

1. Written warning: This is meted out to the following offences, if:
   (a) The student is guilty of conversion in the examination hall.
   (b) Writing on the question papers
2. Rustication: This is adopted when a student ----------
   (a) Brings in foreign materials and cheat notes to the examination hall but do not make use of it.
   (b) Does not submit a complete answer booklet, may be he/she tore some part of it.
3. Withdrawal of admission: This takes place when a student
   (a) Cheats with relevant materials brought to the examination hall himself/herself.
   (b) Consults, cheat notes outside the hall in pretence to go out and ease himself/herself.
   (c) Remove or steals an examination script before the examination date or time.
   (d) Impersonations

2.9 Concept of Social Studies Education

This refers to the study of man and his relationship with his environment. It is a learning of practical coping strategies against problems and challenges of life

Kissok (2001) describes Social Studies Education as a programme of study which a society uses to instill in students' knowledge, skills, attitudes and actions which the society considers important to the life of her citizens. This shows that in Social Studies Education, man is equipped with useful knowledge, practical skills, positive values and attitudes to be sufficiently informed to tackle the societal problems and issues. (Aina 2001). But in Dubey (2000), he maintains that social studies is an investigation of human activities. That means, man is studied at home, at work, in politics, in the village, in the nation and any where he engages in his busy programme of living, Fafunwa (2000), argued that Social Studies aimed at inculcating into the African child, positive values and good attitudes in the society. Richard (2006), defined Social Studies Education as that which is capable of instilling into the learner, values embedded in what is acceptable as good, desirable or cherished. He went further to add that value, influences peoples' behavior and forms, a criteria for evaluating the action of the learner. Good man (2000), saw Social Studies Education as a great connector that brings the curriculum and world together. Mezieobi (2008), pointed out that Social Studies Education is an integrative field of study which probes man's symbiotic relationships with his environment, reflective capacities, intellectual, effective, social and work skills, to enable him understand his world and its problem and to rationally solve or cope

with them for effective living in the society. All these have clearly shown that Social Studies Education is of great importance to the learner in any society.

2.10 Historical Development of Social Studies Education in Nigeria

Nigeria, like other African nations had a system of education that integrates the young members into the society through the inculcation of cultural practices, values and beliefs. The aim of this system of education is to make individuals functional and productive members of the society. This agreed with the role of Social Studies Education, however, through the colonial experiences, formal type of education was introduced, although traditional education existed side by side, yet the value was de-emphasized, (Ololobou 2010). Our education then became a tool for western and foreign cultures (Ezegbe 2000).

Dubey (2000), stated that Social Studies Education was introduced to heal the wounds of Nigerian civil war and to inculcate the spirit of national consciousness, unity and patriotism. Federal Republic of Nigeria (2004), further provided yet another impetus in historical development of Social Studies. Having realized the worth of Social Studies Education, the policy which remains the most comprehensive philosophy of education proposed and adopted Social Studies as a Compulsory subject in junior secondary schools and primary schools in Nigeria. This led to the inclusion of Social Studies in the respective primary and junior

secondary schools' 'timetable'. In addition to that, the efforts of Social Studies Education in Nigeria. For instance, the Social Studies Association of Nigeria (SOSAN) has elevated and ensured the development of Social Studies Education in many ways:-

a. It remains a professional body through which ideas are exchanged on major issues that concerns Social Studies Education.
b. It provide journals which serves as resource materials for students and teachers
c. The various conference proceedings of the SOSAN have become reference materials for students, teachers and even researchers.
d. It has clarified the issues as regard, the meaning, nature, and even purpose of Social Studies Education in Nigeria.
e. Also it has encouraged the springing up of other Association e.g. Social Studies Teachers Association, National association for Promotion of Arts and Social Science Education etc.

Mezieobi (2000) confirmed that Social Studies Education was first introduced in some schools in Western region of Nigeria in 1963 with Aiyetoro as a pilot study, yet it was not until September 13, 1982 that formal Social Studies was introduced in schools in Nigeria on a national scale. Since then Social Studies Education has

enjoyed a place of pride as a core Curriculum, in both primary and junior secondary schools.

He listed these below factors as what made social studies to enjoy this place of pride.

- The irrelevance of the colonial "Social Studies" curriculum to the Nigerian environment.
- The re-awaken interest and appreciation of the functionality of Social Studies in traditional Nigeria.
- The wave of curriculum reforms which geared towards educational relevance of Europe and other parts of the world.
- The determinations of Africa, including Nigeria to keep the decision of 1968 Mombasa conference agreement with the focus on functional education on real life experience and needs of the people of Africa (Mezieobi, 2000).

Looking at the trends of the historical development of Social Studies Education in Nigeria therefore, it became obvious that Social Studies was introduced as a tool used to solve various challenges and problems in the Nigerian society, which examination misconduct is one of them.

2.11 Nature of Social Studies Education

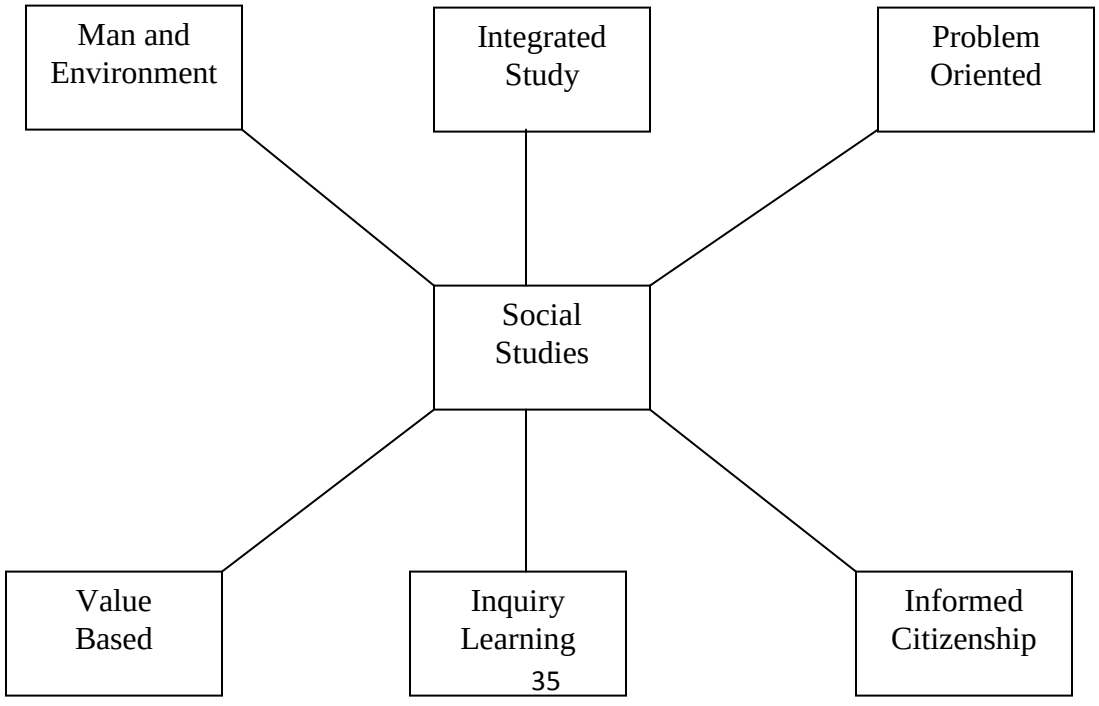
This refers to the essential features or characteristics which distinguishes Social Studies Education from other fields of study. The African Social Environment Studies Programme ASESP (2000) stated that Social Studies is an integration of Social Science and Humanities for the purpose of promoting and practicing effective problem-solving and decision making. This means that Social Studies Education is to help young people develop the ability to make reform and reasoned decisions for the public good as a citizen of this country. Some of such features include the following:

a. It is a study of man as he interacts with the environment. Here man is a focus as he interacts and relates with the various aspects of the environment.
b. It is integrated in nature: it draws knowledge from a wide range of sources and therefore studies man comprehensively. It also shows the oneness and indivisibility of knowledge, (Ololobou, 2010).
c. It is value based: All the three domains of learning – cognitive, psychomotor and affective are emphasized in social studies.
d. Social Studies is a problem solving-oriented area of study: It is a response to the problems of the society with the view to seeking for their solutions, (Dubey 2000).

e. It also has an inquiry nature: The learner of social studies is expected to go into the environment to investigate, collect, analyse data, and give inference and conclusion.

f. Social Studies is Citizenship education: It stresses to the learner, the rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles-all to make a good citizen in a given nation like Nigeria.(Ezegbu 2000).

Figure 2 .1 Man's Interaction with his Environment



Source: Ololobou (2010)

The National council of Social studies NCOSS (2004) in-support of the above emphasizes that social studies is the great connection between school learning, and living in the real world. That means that social studies Education dwell on real life issues and activities.

2.12 Scope of Social Studies Education

The scope simple refers to the area content coverage of a field of study. Social studies education scope is wide and broad, depending on the grade level. It is also dynamic in nature and very interested in human activities. For instance, contemporary issues like population education, peace Education, Drug Education, Human Right Education, Family live Education etc, (Kediri 2009). This means that social studies addresses any unpleasant situation and seek suitable solution for such situation.

The goals and objectives of social studies Education have been seen in various ways depending on the use in which the goal is being employed. Mezieobi (2008), gave illustration on the goals of social studies Education which he listed as follows:

a. **Knowledge and information goals:** these goals focuses on transmitting or imparting knowledge that are social studies related and relevant to the learner, which will enable him/her to be equipped with realities and problems of life and better ways to solve them.

b. **Reflective thinking goals:** These goals, impart into the learner, the ability to digest information and knowledge, analyze and apply them properly in the quest to finding solution to any problem. This means that the ability of any knowledge to be functional is always a product of a reflective thinking process. (Mccabe 2001).

c. **Self-enhancement goals:** This equips the learner with the psychological know – how to enable them committed to their society, feel sense of being worthy members, who are bound to the societal development.

d. **Skills goals:** this exposes the learner to some vital skills, for instance, social skills, study skills, work habit and group skills, and intellectual skills. (Jarolimek, 2000). These skills will make the learner to work in groups and together with others, expressing his/her intellectual capabilities.

e. **Citizenship transmission goals:** This involves instilling in people socio-civic competence and all that citizenship entails. This if achieved, will make a stable society with reduced odd behaviours.

Similarly, Ezegbu (2000), confirmed these goals of Social Studies Education and added that one of the goals emphasized on equipping the learners with the right of values, attitudes that will enable the learner to contribute towards the improvement of the word peace and intellectual human relation. These goals have confirmed why Social Studies Education enjoys the place of pride as Mezieobi (2000), observed, and added that Social Studies Education give direction on how life challenges and problems can be solved.

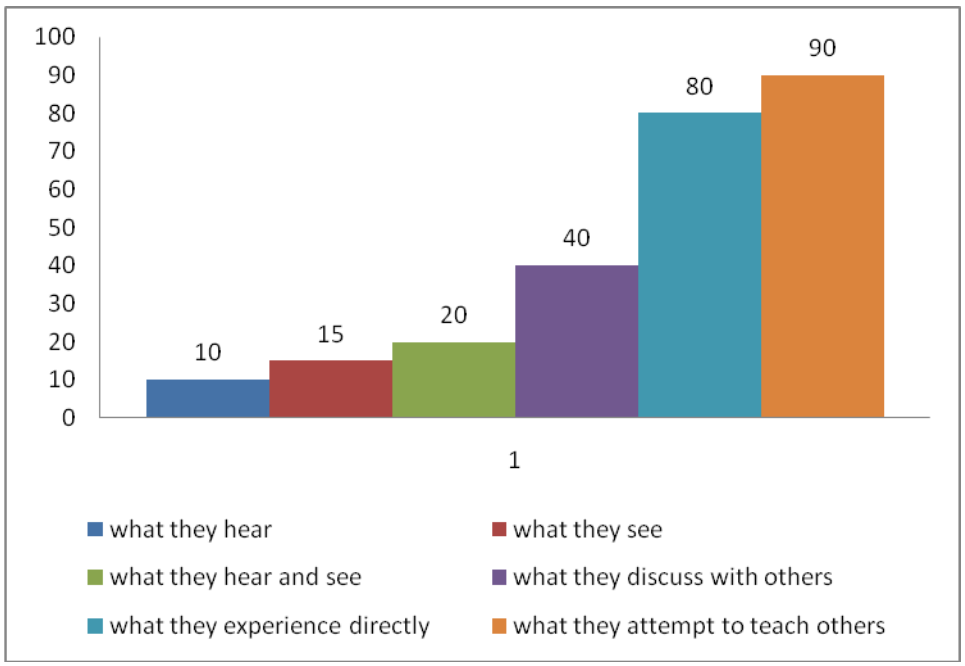
Instructional materials and resources in Social Studies refer to materials that make Social Studies teaching and learning very easy. The learner has sense organs that are referred to as gateways to learning. In Social Studies, when a learner is made to see, hear, feel, smell and even taste, there is always a higher degree of getting him/her to understand and appreciate the subject matter, taught, (Julie, 2009). He added that, the more the learners' senses are stimulated by the social studies teacher, the more the objective of the lesson taught are achieved and retained in the learning domains.

The discovery of suitable instructional materials and resources and proper utilization of them will turn a boring class into an effective learning situation, through identification, collection, dramatization activities, etc. ASEP (1994),

research evidence gave this below illustration that the children learn and remember:

- 10% of what they hear.
- 15% of what they see.
- 20% of what they hear and see.
- 40% of what they discuss with others.
- 80% of what they experience directly.
- 90% of what they attempt to teach others.

FIG 2.2 Student Perception Diagram (Histogram)



Source : ASEP (1994) Pp 34

The learner's sense organs by an encouraging process. He added that any contact with the learner which gives him/her the opportunity to contribute in the lesson will always promote learning. In the case of Dubey (2000), he listed the different categories of instructional materials and resources which include:

i. Reading materials e.g. print materials.

ii. Audio – visual materials e.g. films

iii. Community resources e.g. resource persons.

All these materials above if used properly makes teaching real to the learner.

Evaluation is considered as testing the ability of the learner after been exposed to the process of learning activities. In the past, evaluation focuses on the learner being able to memorize and reproduce the information and that did not represent true learning, (it is called rote learning). But today, Social Studies Education has established evaluation techniques that require all aspects of student's behaviour to be assessed. (Oga 2011). He went further to add that evaluation is the process that attempts to determine the relevance, effectiveness and impact of activities in the light of stated objectives. This means that evaluation attempts to answer questions on how well, how much, how effective and finally, how efficient a programme has yielded a desired result. The list and type of evaluation were included as formative and summative evaluation (Oga 2011). The Social Studies teacher therefore, is at will to choose suitable evaluation type and techniques to assess his/her students, the programme and also the method used as well. All these put together, will expose the learner's strengths and weaknesses, thereby giving hope to parents on the learner's performance and ensure overall curriculum assessment. This, one can then concludes that the proper utilization of Social Studies evaluation will make the learner to be confident in his/her ability, and as well reduce examination misconduct.

2.13 Review of Empirical Related Studies

The empirical study refers to observation or experience one encounter in a study. In reference to that, Olayinka and Salman (2008), from department of Guidance and Counseling carried out a research on "female students' perceived causes of and solution to examination misconducts in Asa Local Government Area: Implication for Counseling in Kwara State. The research raised the following questions:

1. What are the causes and factors contributing to examination misconduct from the view points of female secondary schools in Asa Local Government?
2. What are the likely solutions to combat examination misconduct in Secondary schools from the view points of female students?

The research also raised two hypotheses which include:

i. There is no significant difference in perceived causes of examination misconduct among female students in Asa Local Government on the basis of religious affiliation.

ii. There is no significant difference in the perceived causes of examination misconduct among female students in Asa Local Government on the basis of class level.

The study used descriptive survey method as the research design. The sampled size was 500 students while the instrument was based on the causes and solutions of examination misconduct. The data collected was through of research developed questionnaires. From the data analysis, two research questions raised were answered using frequency counts, simple percentage means scores. The two hypotheses raised were tested using t-test and Anova method at 0.05 alpha levels; hence the two hypotheses were accepted and retained.

They identified the following:

- That examination misconduct look like students only means of writing examinations hopefully.
- That knowledge and skills are not valued as much as certificate in labour market and society at large.
- That students fear the failure of examination even more than suspension or expulsion.

They also these suggestions among others.

a) That there should be seminars on examination ethics at least, once in each semester for students.
b) That the service of guidance and counseling should be re-emphasized.

Apart from that, Ojo and Olumuyiwa (2011), from Department of Business Studies carried out a research titled “Parental Influence on wards in Escalation of examination misconduct in Ogun State, Nigeria.

The following were their research questions:

1. What is the relationship between parental influence on wards in examination misconduct and societal value for paper certificates?

And their research hypotheses says:

- There is no relationship between parental influence on wards in examination misconduct and societal value for paper certificates.

The study use cross sectional design, while the sample sizes of the population Were 545 respondent .The instrument used was questionnaire drawn from the prevailing factors in question. The data analysis used ranked opinion of variance, While critical value, where the null hypothesis was rejected.

- The parent takes their wards to special centers where examination is induced
- The parent provide money {cash} for the execution of examination misconduct
- That parent also purchase leaked question papers for their wards

They gave the following suggestion:

a. That the government should fully implement all laws on examination misconduct.

b. That there should be an open "show" of students, teachers, principals and even examination agents etc. Caught for misconduct in examination, if possible in the media-newspaper , TV, etc.

c. Again, there should be orientation for parents, may be stopping such parents from taking leadership rules in the society.

In addition, Suleiman (2011), carried out a similar research in Ekiti titled "Ekiti goes tough on erring teachers, in Ondo state, from the department of educational foundation and management. The research raised the following questions:

1. What are perceived causes of examination misconduct in public examinations in secondary schools in Ondo state?
2. Is there any significant difference in teacher's perception of examination misconduct in public and private secondary schools in Ondo state?

   The study raised one hypothesis: there is no significant differences in teacher's perception of examination misconduct in public and private secondary school in Ondo State. While trying to answer this research question and research hypothesis, a descriptive survey research was used. The sample population sizes

were 960 teachers and the instrument was a questionnaire. The data was collected and analyze using percentages, person or product moment correlation coefficient and the t-test statistics. The research question were answered while the hypothesis was tasted. It was observed that the null hypothesis raised was rejected because there was a significant differences in teacher's perception of misconduct in public and private secondary schools in the state.

The following observation was made:

i. That the existence of private coaching centres , turn to be miracle centres.

ii. That harmful attitudes of parents especially, over ambitious ones see their children in the next level, at all cost.

iii. That society also influence and encourage the use of mobile phones and handsets during examinations.

He further gave the following suggestion:

- That the government should improve the educational sector
- And that the school principals should be responsible for students, teacher's etc discipline in their vicinities
- In conclusion, all these research works were similar to the work at hand, in the following areas:

- The research design is similar, because it, used descriptive surveys and questionnaires, even though ,Ojo and Olumuyiwa (2011), used cross section, yet it was still under the border heading of descriptive research.
- The research were similar with the work at hand on sample size. Both Olayinka and Ojo used sample size within the number of the work at hand; it was only Suleiman who used a larger sample size up to 960.
- Finally, the researchers used similar analysis, statistical analysis of t-test to analyze the data collected just like the work at hand. All the researches shun against examination misconduct and condemned all the activities of all the agent concerned in perpetrating the menace just like the work at hand. The researchers also gave different suggestion s on the way forward likewise the work at hand.
- But there were also area of differences compared to the work at hand.
- -The location difference; the location mentioned in those researches were the following, Ekiti in Ondo, Asa local Government area in Kwara States and Ogun states while the work at hand focused on Kaduna state.
- - Also, there were differences in the respondent used: Olayinka and Suleiman (2008), used only female student opinion as there respondent, Ojo and Olumuyawa (2011), used parent opinion. While Suleiman (2011) used teacher's opinion but the study at hand used JSSII and JSSIII opinions.

- Finally, these works were different with the work at hand, for instance, Olayinka and Salman (2008), were from department of guidance and counseling, Ojo and Olumuyiwa (2011), were from department of business studies, while Suleiman (2011) was from educational foundation. So, the work at hand from social studies education still has a part to play in resolving examination misconduct.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction:

This chapter discusses the methodology adopted for this present study, which include the following:-

- Research design
- The population
- Sample and sampling technique
- Instrumentation
- Validity of instrument(3.5.2 Reliability of instrument)
- Data collection procedure
- Statistical Analysis procedure

3.2 Research Design:

This study is an investigation on students' perception of influence of social studies Education in cases of examination misconduct in government junior secondary schools, Kaduna state. The design of the research is, therefore, survey method. Because the research was based on the large number of observation that appears based on the number of students responding from the sample size.

3.3 Population:

The total number of junior secondary school student (JSS2 and JSS3) in Kaduna state is 66,100. As at the time of this study, Kaduna north has nine (9) Government Junior Secondary Schools with male student population of 720 and female student population of 820. Total male and female population in Kaduna north is 1,540 students. Igabi has 3,460 junior secondary school students with 20 students; male student population is 1,665 while female student population is 1,795.

1,540 + 1, 665 + 1,795, = 5, 000 therefore this serves as the study population. However, Kaduna North has 9 Government Junior Secondary School and Igabi has 20 Government Junior Secondary schools.

3.4 **Sample size**

As a sample, a total of 500 students were selected from 2 local Government Areas with 29 schools by ballot lottery. Gay (1980 stated that 10% of the total population

is adequate as a sample. This according to him will be convenient and easy to manage.

The table below summarizes their data.

Table 3.1 Sample size

s/no	Name	Year group	Male	Female	Total	Sample
1	Government Junior Secondary Schools in Kaduna North	JSS II	370	420	790	79.0
		JSS III	350	295	645	64.5
2	Government Junior Secondary Schools in Igabi Local Government	JSS II	785	945	1730	173.0
		JSS III	760	1075	1835	183.5
	Total				5000	500

3.5 Instrumentation

This study was based on the information collected through Students' perception of the influence of Social Studies Education in Resolving Cases of Examination

misconduct Questionnaire (SPISSEREMPQ). This Social Studies Education in Resolving cases of Examination misconduct Questionnaire. (SPISSERMPQ) was the instrument used. The data was collected based on 19 items that covered the following:

a. Cheating
b. Morality
c. Integrity
d. Honesty
e. Discipline

These items were observed during examination. The items of (SPISSERMPQ) were fashioned based on the modified Lickert 4points

Rating scale of strongly Agree, Agree, Disagree and Strongly Disagree. Strongly Agree 4, Agree 3, Disagree 2, while Strongly Disagree is 1.

3.5.1 Validity of Instrument

To ensure this instrument is not out of content, the draft copies of (SPISSEREMPQ) were distributed three highly experienced lecturers of Social Studies Department in Ahmadu Bello University, Zaria, for validation. They made corrections that were implemented until, a final draft was produced and certified

that, the items actually measured what they were intended to measure. These established the validity of the (SSPISSERMPQ).

3.5.2 Reliability of Instrument

In order to establish the reliability of the instrument on social studies students; perception of the influence of social studies education in resolving the cases of Examination Misconduct Questionnaire (SPISSERMPQ), a pilot study was conducted in Christ High School, Mando Kaduna. The school has three (3) arms of JSS II, and JSS IIB, was randomly selected by balloting. The data were analyzed using pearson product moment correlation coefficient rank correlation in this, 0.50 was obtained as the correlation co-efficient. This established the reliability of the instrument.

3.6 Data Collection Procedure

The students' perception of the influence of social studies education in resolving the cases of examination Questionnaire (SPISSERMPQ), was administered to all the 500 students in Government Junior Secondary Schools in Kaduna State with the help of an assistant.

3.7 Statistical Analysis Procedure

In this research, descriptive statistics was used to describe the data. The pearson product moment correlation coefficient was used, to established the reliability of the (SPISSEREMPQ) while the formulated hypothesis were tested using t-test.

This was because the data in this study was in two groups, in form of ranks according to Sambo (2005), which confirmed this as suitable statistics in any research work which is in form of ranks.

CHAPTER FOUR

RESULT AND DISCUSSIONS

4.1 Introduction

The main objective of this study is to examine the incidence of examination misconduct among students in Junior Secondary Schools in Kaduna State.

The sample size for the study was 500;

The descriptive statistics of frequencies and mean score were used to present the bio data variables of sex, class and location. To answer the research questions, the item frequencies including their means and standard deviations were computed in comparative analysis. Because the data is in two group, t-test is used to determine the difference in the perception. All hypotheses are test at 0.05 level of significance.

4.2 Presentation of Bio-Data Variables

Table 4.1: Frequencies Distribution of respondents by sex, classes and location.

Group	Frequencies	Percentage
Male	227	45.4%
Female	273	54.6%
JSS II	252	50.4%
JSSIII	248	49.6%
Rural	193	38.6%
Urban	307	61.4%

The table 4.1 shows the distribution of bio-data variable of gender, classes and locations. The first row shows the number in term of frequency of male and female student's population under the study sample which are 227 and 273 respectively making a total of 500 students. Their comparative percentages were calculated as 45.4% for male and 54.6% for female.

The second row shows the frequency distribution of population sample of JS II and JS III which were 252 and 248 respectively, their percentages are 50.4% and 49.6% respectively.

The last row shows the students sampled for studies in term of their location (Rural and Urban). Their comparative populations are 193 and 307 respectively which are summed up to the total of 500 students samples for the study, their percentages are 38.6% and 61.4% respectively.

4.3 Answering Research Question

Research Question 1

What are the forms and types of examination misconduct engaged by JSS II and JSS III students in Kaduna State?

To answer this research question, all the items regard to the influence of social studies education in resolving cases of examination misconduct as were answer by the students are tabulated

Variables	SA	A	X	F	Fx	Mean	D	SD	X	F	Fx	mean
Leakage system is a good behavior	100	100	**80**	**1**	**80**	**99**	90	120	**70**	**1**	**70**	**106**
Dubbing another student work is good idea	100	100	**90**	**1**	**90**	**99**	80	140	**80**	**1**	**80**	**106**
Smuggling out question paper is not bad	80	120	**100**	**6**	**600**	**99**	140	120	**90**	**1**	**90**	**106**
Writing on thighs, palms is an examination wisdom	100	110	**120**	**1**	**120**	**99**	130	100	**100**	**1**	**100**	**106**

Writing formulae and terms on calculator is accepted	100	90	**140**	**0**	**0**	**99**	140	70	**120**	**6**	**720**	**106**
				9	**890**					**10**	**1060**	

Table 4.2: Forms and Type of Examination Misconduct

From the table above, it would be observed that the mean score of those agreed is 99 while for those that disagreed is 106. This implies that those disagreed are more than those agreed.

Research Question 2: Why do students engage in examination misconduct?

Table 4.3: **Reasons Why Students Engage in Examination Misconduct**

Variables	SA	A	X	F	Fx	Mean	D	SD	X	F	FX	Mean
Teachers helping learners With answers is not good	100	100	90	2	180	100	150	150	90	0	0	149
Friends allow colleagues to Copy is not good	100	100	100	10	1000	100	150	150	100	0	0	149
Students refuse to expose Any one cheating in an Examination is not bad	100	100	110	2	220	100	160	140	110	0	0	149
School environment does Not motivate cheating	100	100	130	0	0	100	140	160	120	2	240	149
Improper invigilation encourages Cheating	90	110	140	0	0	100	160	130	140	3	420	149

Punishing students caught Cheating is bad	110	90	150	0	0	100	160	130	150	4	600	149
Students refusing to obey Examination rules is good	100	100	160	0	0	100	160	140	160	5	800	149
				14	1400					14	2080	

The above table shows that the mean score for agreed student is 100 while disagreed student have a mean score of 149. This implies that those that disagreed with the opinion are more in population than those that agreed.

Research Question 3:

How can examination misconduct be eliminated or eradicated from schools?

To answer this research question, all the items with regards to the influence of Social Studies Education in resolving cases of examination misconduct which answered by the students are tabulated as follows:

Table 4.4: **Ways of Eliminating Misconduct in Schools**

Variables	**SA**	**A**	X	F	FX	Mean	**D**	**SD**	X	F	FX	Mean
Teachers helping learners With answers is not good	100	100	90	1	90	155	150	150	90	0	0	134
Friends allow colleagues to Copy is not good	100	100	100	0	0	155	150	150	100	6	600	134
Students refuse to expose Any one cheating in an Examination is not bad	100	100	110	0	0	155	160	140	110	0	0	134
School environment does Not motivate cheating	100	100	140	2	280	155	140	160	140	3	420	134

Improper invigilation encourages Cheating	90	110	150	6	900	155	160	130	150	4	600	134
Punishing students caught Cheating is bad	110	90	160	3	580	155	160	130	160	5	800	134
Students refusing to obey Examination rules is good	100	100	170	1	170	155	160	140	170	0	0	
				13	2020					18	2420	

The results shown above from the table shows that the mean score of those agreed are more than those disagreed. This implies that more students agreed with the opinions stated in the questionnaire.

4.4 Testing of Research Hypotheses

The hypothesis formulated in the study were statistically tested using appropriate statistical tool. The outcomes of the statistical analysis are presented below on either to reject or accept null hypothesis set by the study.

Hypothesis One: there is no significant difference between male and female perception on influence of social studies education's competence in resolving the cases of examination misconduct.

Table 4.5 The independent t-test statistical Analysis of (Male and Female) variables.

	N	Std. dev	Std. err	DF	t calculated	t critical	Sig(p)
Male	227	44.0868	0.25934	499	1.123	196	0.067
Female	273						

Calculated p>0.05, calculated t<1,96 at 499

Results from independent t-test statistics showed that there is no significant difference between male and female students in their perception on influence of social studies education' competence in resolving the cases of examination misconduct. Reason being that the calculated p-value of 0.067 is higher than the 0.05 level of significance, while the calculated t-value of 1.123 is lower than the 1.96 critical t-value at df 499. Their calculated mean perception was 44.0868 and 44.1211 by males and females respectively. Therefore, the null hypothesis which states that there is no significant difference between male and female perception on Social Studies Education's competence in resolving the cases of examination misconduct is hereby accepted and retained.

Hypothesis Two: There is no significant difference between the perceptions of JSS II and JSS III students on the influence of Social Studies Education's competence in resolving the cases of examination misconduct.

Table 4.6: The independent t-test statistical analysis of the two independent groups involved (JSS II and JSS III).

Class	N	Mean	Std. dev	Std. err	Df	t calculated	t critical	Sig(p)
JSS 2	252	44.2443	4.86308	0.25920	498	2.120	1.96	0.003
JSS 3	248	48.9459	6.68818	0.54977				

Calculate $p<0.05$, calculated $t>1.96$ at df 498

Result of the above independent t-test statistics, showed that there are significant differences between JSS II and JSS III students in their perception on influence of Social Studies Education's competence in resolving the cases of examination misconduct. Reason being that the calculated p value of 0.003 is lower than the 0.05 level of significance while the calculated t value of 2.120 is higher than the 1.96 critical t value of df 498. Their calculated mean perception was 44.2443 and 48.9459 by JSS II and JSS III respectively. Therefore, the null hypothesis which states that, there is no significant different between the perception of JSS II and JSS III students on the influence of Social Studies Education's competence in

resolving the cases of examination misconduct on account of student's class is hereby rejected.

Hypothesis three: The null hypothesis states that there is no significant difference between the Urban and Rural Students on the influence of Social Studies Education's competence in resolving the cases of examination misconduct.

Table 4.7: The independent t-test statistical analysis for two independent groups involved (Urban and Rural) the result of the test is summarized in Table 4.7

Location	N	Mean	Std.dev	Std.err	T Calculated	T Critical	Sig (p)
Urban	307	45.3543	5.16378	.29568			
						1.96	1.02
					498	1.012	
Rural	193	45.2462	5.84163	.41833			

Calculated $p<0.05$, calculate $t> 1.96$ at 498

Result of the independent-test statics showed that, there is no significant difference between Urban and Rural student in their perception on influence of social studies education's competence in resolving the cases of examination misconduct. Reason being that the calculation p value of 1.025 is higher than the 0.05 level of

significance while the calculation t-value of 1.o12 is lower than the 1.96 critical t value at df 498.Their calculated mean perception were 45.3543 and 45.2462 by urban and rural respectively. Therefore, the null hypothesis which state that there is no significant difference between JSS student on the influence of Social studies education in resolving the cases of examination misconduct.

4.5 Discussion on Findings

The discussion on finding is presented in accordance with the outcome of the study in research questions and hypothesis

It would be observed that in the research question one, a mean score of those agreed were 99 while those who disagreed was 106. The mean score calculated using a group data method of determination of center tendencies. For instance leakage system is a good business, it follows that majority disagreed, dubbing another student work is good idea, majority totally disagreed to show that they are aware that the form and types of examination misconduct stated are not the right way but in fear of failure, lack of preparation makes the student to indulge in such acts

In the research question two, a mean or average score 100 was calculated for agreed students while mean score of 149 for disagreed students using a grouped

data frequency table showing the closeness of research question one and two, that the majority disagreed with the research question such as “Teacher helping learners with answer is not bad”. In this vein, it would be observed that, dubbing another student work is bad. This shows the relationship between the research question and the closeness of the calculated means.

In the research question three, it would be noticed that the majority students agreed on the opinion on the question showing that they are good opinion for instance, organizing seminars on examination ethics can eliminate examination misconduct, arranging court marshal for anyone involved him/herself on examination misconduct is allowed, the calculated mean score 155 for those that agreed and 134 for those disagreed. Majority agreed with the opinion such as organizing seminars on examination is good.

The result of the hypothesis revealed that the significant do not exist between male and female student perception. Their mean level of perception was 44.0868 and 44.1211 respectively. This compelled the researcher to accept and retain the null hypothesis.

That means, the female students believe in the influence of social studies education's competence in resolving the cases of examination misconduct in Kaduna state as well as their male counterpart. This then confirmed Fafunwo

(2000), Richard (2006) and Goodman (2000) , who emphasized that social studies will instill into the African child , positive attitude and values , as this has been confirmed by the perception of the respondent.

Hypothesis 2: result of this hypothesis revealed that significant difference exist between the JSS 2 and JSS3 students perception with regards to the social studies education competence in resolving the cases of examination misconduct in Kaduna state. Their mean level of perception ranking was 44.2443 and 48.9459 by JSS 2 and JSS3 students respectively. This result warranted the rejection of the null hypothesis . The outcome could be discussed and justified from the point of view that the JSS3 have spent more years in secondary school and had acquired more learning concerning social studies objective (curriculum) than the JSS2 students. That means that, JSS3 students will definitely be expected to appreciate the influence of social studies education competence in resolving the cases of examination misconduct than their JSS2 counterpart. This collaboration with the view of Jarolimek (2000), which he empathised that the learners more time on learning social studies education will enable him/her to appreciate more the objective of the subject matter. To this effect, one will conclude that the social studies curriculum should be broadened to cater for longer period not limiting to junior level will be more appreciating as the findings have shown.

Hypothesis 3: the outcome of this hypothesis also revealed that there is no significant difference between the JSS urban and rural locations about students perception with regards to the influence of social studies education competence in resolving the cases of examination misconduct in Kaduna state. Their mean level of perception were 45.3543 and 45.2462 by urban and rural respectively. The result was retained because both urban and rural had almost the same level of mean perception with regards to the influence of social studies education competence in resolving the cases of examination misconduct in Kaduna state. The explanation for this outcome could be discussed and justified from the point of view that both rural and urban students are operating the same curriculum of social studies and therefore be exposed to the same learning and teaching once they are in the same class. This confirm the rationale behind the inclusion of social studies in the school curriculum by Dubey (2000) and Federal Republic of Nigerian (2004), that irrespective of location (urban and rural) the objective, aim and a goal will still be the same and will be achieved if properly focused.

4.6 Summary of Major Findings

I On the account of research question one, different forms of examination misconduct were identified, among which, that have greater proportion of student are putting handset on silence for browsing, written terms and formula on calculator, that is to say that most students use this method for examination misconduct.

II On the account of reasons why students involve themselves in examination misconduct, it was found out that fear of failure as a result of poor preparation, as well as modeling their teachers who are involved in examination misconduct.

III On the account of findings in research question three, it was found out that seminar organization on examination conduct, societal orientation and open show (exposure) of students, teachers, principals and examination agents can eliminate examination misconduct.

IV On the account of student gender, they were of the opinion that one can score good grade without cheating and believe strongly that following bad friends can make one cheat in examination.

V On the account of student classes, they were of the opinion that one score good grade without cheating and believe strongly that the school environment can motivate cheating e.g schools without examination halls.

VI On the account of location, they were of the opinion that one can score good grade without cheating in an examination and also believe strongly that improper invigilation can encourage.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 Introduction

The chapter presents the study's Summary, Conclusion and Recommendations as well as suggestions for further study.

5.2 Summary

The study was presented in five chapters. The first chapter introduced and gave the general background to the study, while the statement of findings was highlighted in regards to the menace of examination misconduct among secondary school students irrespective of sex, class and even location. The main objective therefore was to investigate into, the influence of Social Studies Education, in resolving the cases of examination misconduct in Junior Secondary Schools in Kaduna State. Three specific objectives were postulated which created also three specific research questions to be answered and three research hypothesis to be tested at 0.05 level of significance. The significance of the study as it will assist the student and even stakeholders in eradicating the cases of examination misconduct was highlighted.

The study was limited to cover JSS II and JSS III students of Kaduna North and Igabi Local Government Areas.

The second chapter was based on comprehensive literature review of the study. Here, the concept, history, cases of examination misconduct was extensively discussed. The involvement of gender issues, the types and kinds of examination misconduct was also highlighted and discussed. More importantly the scope, nature, evaluation guide in Social Studies was extensively analyzed. Lastly, review of empirical related studies concluded the chapter.

Chapter three was the research methodologies adoption of selected sample from the population of the entire students. The sample size for the study was 500, chosen from the entire population which also represented the population of the study. Chapter four was the analysis of data and presentation of results. The descriptive statistics of frequencies and percentages were used for the demographic variables. The description statistics were used to answer the research questions, while the Independent t-test statistics, was used to test the hypotheses at 0.05 level of significance. It was discovered among other things that significant differences existed between JSS II and JSS III student's perception on the influence of Social Studies Educations competence in resolving the cases of examination misconduct

in Kaduna state. The chapter five presented the study's summary, conclusion and recommendation as well as suggestion for further studies.

5.3 Conclusion

Based on the findings from this study, the following conclusions can be deduced

i. Writing on the thigh, calculators and wears is bad and against examination ethics.
ii. One can have good grades by hard work.
iii. Societal orientations and public seminars can eliminate examination misconduct.
iv. Perception of social studies can have influence in resolving cases of examination misconduct if the curriculum of social studies is refocused and followed.
v. The role of guidance and counseling should be reemphasized to check the negative influence of peer pressure

vi. Provision of adequate infrastructure should be made available especially examination hall as poor examination venue encourages cheating in examination .

5.4 Recommendations

Based on the findings of the study, the following recommendations are hereby put forward:

i. Students should desist from any form and type of examination misconduct e.g browsing handset on silence.
ii. Students should desist from fear of failure by working hard while teachers should desist from assisting their learners in the name of helping.
iii. Examination misconduct can be eliminated by provision of Social Studies instructional materials, teaching aids to encourage teaching and learning of Social Studies Education.

iv. The learner (male and female) students should be encouraged to put more efforts in the learning of Social Studies Education by distributing free instructional materials in Social Studies Education class.

v. The perception of Social Studies Education at junior level i.e JS II and JS III should be encouraged by involving qualified and certified Social Studies Educator.

vi. Schools in urban and rural areas should be exposed to the learning of Social Studies Education while teachers of Social Studies Education should always be available for the learners. Instructional materials should be readily available for teachers and learners.

5.5 Suggestions for Further Studies

The following suggestions for further studies in the related field are hereby put forward:

Relationship of teaching methods and students level of involvement in examination misconduct in secondary schools in Kaduna state.

Investigating the opinion of educational stake holders in issues of examination misconduct among secondary schools in Kaduna state.

5.6 Contribution to Knowledge

i. One can score good grade without cheating through hard work on the part of student and proper teaching by the teachers.

ii. Proper guidance for students in choosing friends in school is necessary avoid negative influence of peer group member.

iii. The school curriculum should be followed sequentially so that the set objectives and goals will be achieved.

iv. Regular seminar and societal orientation for teachers can contribute to their awareness.

v. Junior classes are to be aware of the danger of examination misconduct.

vi. Urban and rural students are to be exposed thoroughly to social studies curriculum

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APPENDIX A

QUESTIONNAIRE

INSTRUCTION: Tick correctly (√)

Section A: Bio-Data/Personal Data

1. Sex: Male ( )
   Female( )
2. Class: JSS II ( )
   JSS III ( )
3. Location: Urban ( ) Rural ( )

SECTION B: MAIN question

S/No	Question	Strongly Agree	Agree	Strongly Disagree	Disagree
1.	Leakage system is a good business	( )	( )	( )	( )
2.	Dubbling another	( )	( )	( )	( )
3.	Smuggling out question paper is not bad	( )	( )	( )	( )
4.	Writing on thighs	( )	( )	( )	( )
5.	Writing formulae and terms on calculators is accepted	( )	( )	( )	( )
6.	Teachers helping learners with answers is not bad	( )	( )	( )	( )
7.	Friend allow colleagues to copy is good	( )	( )	( )	( )
8.	Student refusing to expose Anyone cheating in an examination is not bad	( )	( )	( )	( )
9.	School environment does not motivate cheating	( )	( )	( )	( )
10.	Improper invigilation Encourages cheating	( )	( )	( )	( )
11.	Punishing student caught cheating is bad	( )	( )	( )	( )
12.	Student refusing to obey examination rule is good	( )	( )	( )	( )

13.	Organizing seminars on examination ethics can eliminate examination misconduct	( )	( )	( )	( )
14.	Arranging court Marshal for students, teachers, principals and agents of examination misconduct is allowed	( )	( )	( )	( )
15.	Societal orientation for parents on proper conduct and good leadership is a good development	( )	( )	( )	( )
	Open "show" of students, teachers, principals and agents caught for examination misconduct is good				
16.	Improvement of education sector e.g, infrastructure can eliminate misconduct	( )	( )	( )	( )
17.	Government enforcing laws on examination misconduct is good	( )	( )	( )	( )
18.	Guidance and counseling emphasis is good	( )	( )	( )	( )

APPENDIX B

Distribution of population by local government, schools, number of students, percentage, class and gender

S/No	Names of LGA	Names of Government Junior Secondary Schools	No. of students	10%	No of JSSII		No of JSSIII	
					M	F	M	F
1	IGABI	Government junior secondary school Rigasa (central)	150	15%	40	40	30	40
		Government Junior Secondary School Ungwan Tanki Ruwa	150	15%	30	40	40	40
		Government Junior Secondary School Riagasa main	200	20%	60	40	60	40
		Government Junior Secondary School Jaji	150	15%	40	40	30	40
		Government Junior Secondary School Nasarawa Rigachikun	150	15%	35	40	30	45
		Government Junior Secondary School Airforce Base	150	15%	40	40	30	40
		Government Junior Secondary School Zangon Aya	200	20%	40	50	50	60
		Government Junior Secondary School Dalet Kawo	200	20%	50	60	50	40
		Government Junior Secondary School Dan Daura	180	18%	40	50	40	50
		Government Junior Secondary School Sabon Birni	200	20%	50	40	50	60
		Government Junior Secondary School Wusono	200	20%	60	50	40	50
		Government Junior Secondary School Afaka Tsohuwa	200	20%	60	50	40	50
		Government Junior Secondary School Gurbaiya	200	20%	40	50	40	70
		Government Junior Secondary School Igabi	180	18%	30	50	50	50
		Government Junior Secondary School bon Afaka	180	18%	40	50	40	50
		Government Junior Secondary School Gayan	150	15%	40	40	30	40
		Government Junior Secondary School Katabu	200	20%	50	50	60	40
		Government Junior Secondary School Sabon Birni	200	20%	70	50	70	40
		Government Junior Secondary School Turunku	200	20%	50	40	60	50
		Asma'u makarfi junior secondary school Ungwan	180	18%	40	50	40	50
	K/North	Government Junior Secondary Schoold Day Kawo	180	18%	40	50	40	50
		Government Junior Secondary School Doka	150	15%	40	40	30	40
		Government Junior Secondary school Independent Way	150	15%	30	50	30	40
		Government Junior Secondary School Maimuna Gwarzo	150	15%	40	40	30	40
		Cental school	150	15%	40	50	30	30
		Government Girls Secondary School Kawo	200	20%	40	60	50	50

	Gumi government college	200	20%	60	40	60	40
	Sardauna Memorial college	200	20%	50	50	40	60
	Total	**5000**	**500**	**1245**	**1290**	**1180**	**1285**

APPENDIX C

RELIABILITY TEST OUTPUT

Appendix (statistics for finding reliability)

Pearson product moment correlation computed for the reliability index for the instrument used in the pilot study of the research.

The formular for the pearson product correlation is given below:

$$r=N \quad (\sum x\, y) \qquad -$$

$$(x) \sum Y$$

$$(N(X)^2 \qquad -$$

$$(NY^2)-(Y)^2$$

N= number of respondents

X=number of male respondent

Y= number of female respondents

$\sum x$ =data collected from male

$\sum y$ = data collected from female

$\sum x^2$=sum up of male datae

$\sum y^2$= sum up of female datae

N=50	$\sum x=20$	$\sum x=30$	$\sum x^2=400$	$\sum Y^2=900$	$\sum *Y=600$

Pearson product moment correlation formula

$$r=N\ (\sum x\ y) - (\sum(x)\ \sum y$$

$$(N\ (\sum x^2) - (N*\sum Y^2)- (\sum Y^2)$$

$$\frac{50*600-20*30}{50*(400)-(50*900)-900)^2}=0.5$$