SURVEY OF THE POTENCY OF SOCIAL STUDIES EDUCATION IN CURBING EXAMINATION MALPRACTICE AMONG JSS STUDENTS IN ZARIA EDUCATIONAL ZONE, NIGERIA

BY

Adamu SULE
B.ED SOCIAL STUDIES (A.B.U, 2007)
M.ED/EDUC/1181/2011-2012

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

MARCH, 2015.

SURVEY OF THE POTENCY OF SOCIAL STUDIES EDUCATION IN CURBING EXAMINATION MALPRACTICE AMONG JSS STUDENTS IN ZARIA EDUCATIONAL ZONE, NIGERIA

BY

Adamu SULE
B.ED SOCIAL STUDIES (A.B.U, 2007)
M.ED/EDUC/1181/2011-2012

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

MARCH, 2015.

DECLARATION

I declare that this thesis entitled "Survey of the Potency of Social Studies Education in Curbing Examination Malpractice among JSS Students in Zaria Educational Zone, Nigeria" was performed by me in the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria. 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 any higher degree at this or any other institution.

_____	_____	_____
Adamu SULE	Signature	Date

CERTIFICATION

This thesis entitled "SURVEY OF THE POTENCY OF SOCIAL STUDIES EDUCATION IN CURBING EXAMINATION MALPRACTICE AMONG JSS STUDENTS IN ZARIA EDUCATIONAL ZONE, NIGERIA" BY SULE ADAMU meets the regulations governing the award of the degree of Masters in Social Studies Education of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

_____	_____	_____
Dr. M. C. Ubah	Signature	Date
Chairman, Supervisory Committee		

_____	_____	_____
Dr. H. I. Bayero	Signature	Date
Member, Supervisory Committee		

_____	_____	_____
Prof. F. S. M. Koya	Signature	Date
H.O.D, Arts & Social Science Education		

_____	_____	_____
Prof. A. Z. Hassan	Signature	Date
Dean, School of Postgraduate Studies		

DEDICATION

This research is dedicated to God Almighty whose immeasurable grace enabled the completion of this thesis and to my parents for their support, love and care.

ACKNOWLEDGEMENTS

I profoundly expressed my hearty gratitude to the Almighty God for His immense mercies that kept me throughout this research work without which all my effort would have been fruitless. My gratitude will be incomplete without acknowledging the following persons whose contributions facilitated the successful completion of this research. Dr. M. C. Ubah my major supervisor for his academic leadership, untiring effort and humility demonstrated toward me during this research, Dr. H. I. Bayero minor supervisor whose tireless effort authenticates this work, Dr. I. D. Maiyanchi whose imputes broaden my horizon, Dr .I. Marouf whose statistical imputes standardized my work, Dr. S.S. Obeka who took time out of his tight schedules to ensure the work is presentable, Mr Friday Oche James who made my dream a reality through his care and concern. Mr Elisha Ikpe who took time out of his tied schedules to peruse my work, Barr. Adams Okloho whose pragmatic counsel aided me in the attainment of this goal, Miss Maimunat Adoke whose guidance threw more light unto my path, Mrs Margret Ojih, Hajiya Muinirat, Mrs Habiba who showed me some brotherly concern. Mall El-kemily .A. who supported me with literatures, Mr Yunanah and Mr Mainasara who typed set my work to make it presentable, Comrade Jamilu Salihu whose contribution is beyond mentioning and of course my loving wife Mrs Kate .L. B. Adamu and my little angels for their inelastic endurance during this research. May God reward you all bountifully.

Abstract

This study attempted to investigate "the potency of social studies education in curbing examination malpractice among JSS students in Zaria Educational Zone", Nigeria. Descriptive survey design was adopted for this study. A total of three hundred and seventy nine male and female junior secondary school students were sampled for the study out of the total population of 26,322 but only 372 students responded. Ten schools were selected from both urban and rural areas using stratified and simple random sampling techniques. Data were collected with social studies instrument for examination malpractice questionnaire (SSIEMQ) constructed by the researcher. This research is aimed at reducing examination malpractice among junior secondary school students in Zaria Educational Zone of Kaduna State. Three (3) research questions were raised and answered using percentage and frequency tables, comparative frequencies of response, mean and standard deviations. Three (3) hypotheses raised for the study were tested using inferential statistical technique of Independent t-test at 0.05 levels of significance. However, results indicated that examination malpractice discourages hard work among JSS2 and JSS3 students. The study also revealed that the value acquired through the teaching of social studies education discourages the involvement of students from rural and urban areas in examination malpractice. It was discovered during this study that, it is possible to use social studies education to reduce desperation during examinations among JSS2 and JSS3 students. Based on these findings, it was recommended that Social studies curriculum should be reviewed by NERDC in consonance with the dynamics of the contemporary society to counter challenges of examination malpractices among JSS students. Guidance counsellors should be employed by government and posted to junior secondary schools to help students in self understanding and self management, in relation to how they can utilize their assets and manage their abilities and capabilities for optimal development so as to minimize examination malpractices among junior secondary school students. Students and teachers of social studies in Zaria educational zone, Nigeria should be encouraged to attend seminars and workshops on how to reduce examination malpractices especially through social studies teaching and learning process. Only social studies teachers who are of good moral standing should be employed to teach social studies.

TABLE OF CONTENTS

DECLARATION iii
CERTIFICATION iv
DEDICATION v
ACKNOWLEDGEMENTS vi
Abstract vii
TABLE OF CONTENTS viii
LIST OF TABLES x

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study 1
1.2 Statement of the Problem 2
1.3 Objectives of the Study 3
1.4 Research Questions 4
1.5 Hypotheses 4
1.6 Significance of the Study 5
1.7 Scope of the Study 6

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction 8
2.2 Theoretical Framework of the Study 8
2.3 Historical Development of Social Studies Education in Nigeria 9
2.4 The Concept of Social Studies Education 13
2.5 The Nature and Scope of Social Studies Education 14
2.6 Philosophy of Social Studies Education in Nigeria 17
2.7 General Objectives of Social Studies Education in Nigeria 17
2.8 The Concept of Examination Malpractice 19
2.9 The Genesis of Examination Malpractice 22
2.10 Forms of Examination Malpractice 23
2.10:1 Ghost/Miracle Centres 23
2.10:2 ECOMOG/ECOWAS 23
2.10.3 Collusion 24
2.10:4 Leakages 24
2.10.5 Poor Invigilation 24
2.11 Causes of Examination Malpractice 25
2.12 Effect of Examination Malpractice 29
2.13 Relevance and Efficacy of Social Studies Education in Curbing Examination Malpractice 32
2.14 Review of Related Empirical Studies 35

CHAPTER THREE: RESEARCH METHODOLGY

3.1 Introduction 41
3.2 Research Design 41
3.3 Population of the Study 41
3.4 Sample and Sampling Technique 42
3.5 Instrumentation 43
3.5:1 Validity of the Instrument 44
3.5:2 Reliability of the Instrument 44
3.6 Procedure for Data Collection 45
3.7 Procedures for Data Analysis 45

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction 57
4.2 Presentation of Bio - Data Variables 58
4.3 Analysis of Research Questions 59
4.4 Testing Research Hypotheses 63
4.5 Discussion of Major Findings 65
4.6 Summary of Findings 67

CHAPTER FIVE: SUMMARY, CONCLUSION, RECOMMENDATIONS

5.1 Introduction 68
5.2 Summary 68
5.3 Contribution of the Study to Knowledge Advancement 69
5.4 Conclusion 70
5.5 Recommendations 71
5.6 Recommendations for further studies 72
REFERENCES 73
APPENDIX 79

LIST OF TABLES

3.3. 1 Distribution of student's population.....40

3.4.1 List of sampled schools.....42

4.2.1: Distribution of Respondents by Sex 58

4.2.2 Distribution of JSS2 Students by Sex 58

4.2.3 Distribution of JSS3 Students by Sex 58

4.3.1 Opinions of Male and Female students..... 59

4.3.2 Opinions of JSS2 and JSSIII students..... 60

4.3.3 Opinions of Urban and Rural students..... 62

4.4.1 Summary of t-test statistics among Male and Female students 63

4.4.2 Summary of t-test statistics among JSSII and JSSIII students 64

4.4.3: Summary of t-test statistics among urban and rural students 65

LIST OF APPENDICES

Appendix I Letter of Introduction.....66

Appendix II questionnaire.....67

Appendix III Response of Research Questions.....70

Appendix I V Table for Determining Sample Size..... 74

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The value and functionality of any educational system lies in its ability to actualize the goals of education. In educational systems, world over, the examination process makes the difference. The goals of national educational systems and indeed national development become like a mirage if examination ethics is not encouraged and instituted (Nwadiani, 2005). Examination remains the best tool for an objective assessment and evaluation of what students have achieved after a period of schooling. Hence any action that undermines examinations poses a great threat to the validity and reliability of examination results and certification (Olatunbosun, 2009).

Unfortunately, the process of examination malpractice in Nigeria junior secondary schools has become a contemporary shame (Nwadiani, 2005). This is attributable to the high degree of examination malpractice that has become endemic in the educational system. Evidences abound of increasing involvement in examination malpractice by students, teachers and parents (Vanguard, 2005; Weekend Pointer, 2005; Daily Independent, 2004). Examination malpractice is any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability and authenticity of the examination (Examination Act, 1999). The alarming rate of increase in examination malpractice in Junior Secondary Schools in Nigeria, calls for concern from all stake holders in the education sector. The incidence of examination malpractice is multidimensional in nature raging from smuggling of prepared notes into exams halls and classes (Adegoke, 2010). Examination malpractice is a scourge that has defied all

measures adopted to eradicate it from our educational system. It has continued to rear its ugly head in most examinations conducted in Nigeria from primary to the universities. In this light, this research seeks to Survey the potency of social studies education in curbing examination malpractice among JSS students in Zaria Educational Zone, Nigeria.

1.2 Statement of the Problem

In view of the ever increasing incidences of examination malpractices and the problem associated with the conduct of examination in Nigeria, this study is undertaken to survey the potency of social studies education as a curriculum design in curbing examination malpractice among JSS students in Zaria Educational Zone, Nigeria. Of all the subjects studied in Nigerian schools, social studies is the most (if not the only) appropriate curriculum design for addressing Nigeria's problem educationally and comprehensively (Okam, 2002). This study is timely due to growing rate of examination malpractice in the educational industry in Nigeria today especially among junior secondary school students. Examination malpractice is one of the greatest problems undermining the foundation of educational practice in Nigeria. It renders the goals of education invalid. The actualisation of the goals will continue to be a mirage if the scourge is not eradicated. Consequently, the fight against corruption cannot succeed if examination malpractice continues to be endemic in the Nigerian education system.

The incidence of examination malpractice in Nigeria has become so wide spread that there is virtually no examination anywhere at all levels and outside the formal school systems that there is no one form of sharp practice or the other. Every examination season witnesses the emergence of a new and ingenious ways of cheating. The alarming rate of increase of examination malpractice has been described as a global issue (Awanbor, 2005). The value system in Nigeria has broken down completely and so adults and youth

act without moral scruples. This is the reason why the menace (examination malpractice) still thrives unabated despite its grave consequences on the social, political and economic structures of the nation (Olatunbosun, 2009). The phenomenon of examination malpractice seems to be aggravated by the large scale and shameful involvement of dishonest and greedy teachers, school heads, parents and all those who take part in examination malpractice (Ijaiya, 1998). The prominence assumed by this malady in junior secondary schools has become a source of concern to stakeholders in the education industry. This study is unique and not a replica of anything in existence. It was designed from a unique perspective of exploring the potentials of social studies education as a curriculum instrument for curbing examination malpractice among junior secondary school students in Zaria Educational Zone, Nigeria.

1.3 Objectives of the Study

The general objective of this study assessed the potency of social studies education as a curriculum instrument in curbing examination malpractice amongst JSS students in Zaria Educational Zone, Nigeria. The specific objectives of the study are to:

1. Find out if there is any difference between male and female students' views regarding the potency of social studies education in curbing Examination Malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.
2. Determine if there is any difference between JSSII and JSSIII students' views regarding the potency of social studies education in curbing Examination Malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.
3. Examine if there is any difference among rural and urban JSS students' views regarding the potency of social studies education in curbing Examination Malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.

1.4 Research Questions

The following research questions were asked and answered in this study:

1. is there any difference between male and female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria?
2. is there any difference among JSS II and JSS III students' views regarding the potency of social studies education in curbing Examination Malpractice amongst JSS Students in Zaria Educational Zone, Nigeria?
3. is there any difference among rural and urban JSS students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS students in Zaria educational zone, Nigeria?

1.5 Hypotheses

In attempt to answer the above research questions, the following null hypotheses were formulated to guide the study.

i. **Ho1**: There is no significant difference between male and female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS students in Zaria educational zone, Nigeria.

ii. **Ho2**: There is no significant difference among JSSII and JSS III students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS students in Zaria educational zone, Nigeria.

iii. **Ho3**: There is no significant difference among rural and urban JSS students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS students in Zaria educational zone, Nigeria.

1.6 Significance of the Study

This research is aimed at curbing examination malpractice among junior secondary school students in Zaria Educational Zone, Nigeria using social studies education. The implementation of this finding will not only expose the extent to which JSS students are involved in examination malpractice but will also suggest some antidotes or a lasting solution to this academic dishonesty among junior secondary school students within the area of study. This study should be of potential interest to all social studies educators if we are truly committed to creating positive, supportive classrooms for all students regardless of race, gender or other differences. This research will also be of great significance to educational policy makers, parents, JSS students, because it will provide them with adequate knowledge to remedy examination malpractice.

The study is expected to be of interest to the society and school authorities as it will provide a new area of concentration in their quest to reduce or solve the menace of examination malpractice bedevilling the nation. It will help them to re-focus their educational system for better output. The study is significant as social studies helps to prepare the citizens who must address themselves to the challenges and responsibilities of the Nigerian society. Social studies is a discipline that emerged as a panacea for societal problems (Aina, Adedoyin, Obilo and Ahmadu, 1982).

This study will help the government to create a state of consideration of possible and feasible prospects of social studies being offered at the senior secondary school level to avoid the break it has at this level which affects and cripples its potentials. The study will expose the students to the need for hard work and diligence which will promote sanity and guarantee solid educational base for national development. This study is important as it will expose the students to the ills and effects of examination malpractice which is a threat to human and national development.

1.7 Scope of the Study

This research work has explored the potency of social studies education as a curriculum design in curbing examination malpractice amongst JSS Students in Zaria Educational Zone. It also examined the concept of examination malpractice, the genesis, forms, causes, effect of examination malpractice, the relevance and efficacy of social studies education as a curriculum instrument in combating examination malpractice in Nigerian schools. The research was limited to JSSII and JSSIII male and female students within the area of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature review on this research work was examined under the following major sub-headings:

- Theoretical framework of the study
- Historical background of social studies education
- The concept of social studies education
- The nature and scope of social studies education
- Philosophy of social studies education
- General objectives of social studies education
- The concept of examination malpractice
- Genesis of examination malpractice
- Forms of examination malpractice
- Causes of examination malpractice
- Effect of examination malpractice
- Relevance and efficacy of social studies education in combating exams malpractice
- Review of related empirical studies
- Summary

2.2 Theoretical Framework of the Study

The incidence of examination malpractice has reached frightening dimension in Nigeria and is capable of destabilising the Nigerian nation. Wikipedia (2010) reported the view of functionalism, thus; "that individuals commit crimes for the good of an individual group, for self due to or justified by ties or because of societal norms that place the individual in check no longer have power due to society's corruption". It is very unfortunate that the people who are supposed to put check on examination malpractice are all supporting and promoting it. For example, parents, principals, teachers,

proprietors, examination officials, security agents and a host of others (Ministry of Education, 2006). They do these for a token (financial reward) or for the good of the students or because societal norms that place the individual in check no longer have power. Furthermore, Wikipedia (2010) discussed the theory of anomie by Robert. K. Merton which states that "social goals and legitimate means of achieving them do not correspond" Merton (2010) also asserted that "an individual's response to societal expectations and means by which the individual pursed those goals were useful in understanding deviance". Consequently, junior secondary school students are no longer committed to their academic pursuit through legitimate means because they believe that they can always receive assistance in the examinations (Edukugho, 2006).

The overriding importance of this theory is that, virtues such as hard work, integrity, diligence, sincerity, self-discipline and trustworthiness cannot be traded or bargained for, thus any attempt to do this, amounts to malpractice. One of the objectives of social studies education is to develop in the student positive attitude towards citizen's roles and a desire in them to make positive personal contributions to the creation of a virile society. To effectively achieve these laudable objectives, social studies must be properly taught at the junior secondary schools by experts and professionally trained teachers only.

2.3 Historical Development of Social Studies Education in Nigeria

The development of social studies was born out of the need to construct a better and ideal society to compensate for the great suffering and the calamities that beclouded the human race after the two world wars. The modern history of social studies in Nigeria has its roots in the ripples of curriculum innovation which began in Europe in the early 1930s. Many educators felt the need to introduce the teaching of democratic values as a matter of policy to curb with the rise of totalitarianism in Europe. Spearheading this

movement was the association for education in world citizenship (AEWC), Aina, (1982:14). Akubue (2008) emphasised that after the Second World War in 1945, there was the need for a more relevant liberal education that would provide greater understanding among humans and enable the learners as adults to become socially conscious and responsible members of the society. The introduction of social studies in Nigeria was aimed at divorcing the pursuit of the colonial educational policies which was alien to the cultures and norms of the people. Some scholars have argued that the colonial form of education produced Nigerians with English mentality. Thus, at the verge of independence in 1960, Africans including Nigerians rose up and instituted committees to look into the various school curricula to find ways of indigenising them (Ezeudu, 1996). During the colonial era, formal schools were established and social science subjects like geography, history, civic, religious knowledge were taught.

However, education in these areas was not directed at the self- consciousness, awareness, discovering and over all development of the indigenous people of Nigeria. Education then was meant to serve the colonial masters' interest of rendering clerical services and interpretation of English language to local languages.

However toward the end of colonial era in 1958, social studies was introduced by the default western region when the region cooperated educationally with the university of Ohio (USA). This led to the introduction of social studies in the Western Region teachers training colleges. This programme was popularly referred to as "Ohio project".

The post- colonial was more eventful regarding the growth and development of social studies in Nigeria. For instance, social studies was introduced experimentally at

Aiyetoro comprehensive secondary school in Egbado default Western Region now Ogun state in 1963. The programme was jointly financed by the then western region, ford foundation, united state agency for international development (USAID). There was

a conference of principals organised by the default western region in 1965 which helped to popularised the message of the Aiyetoro project which was highly fruitful (Ezeudu, 1996:4).

From 1964- 1969, the Northern Nigerian teacher education programme (NNTEP) jointly sponsored by the then Northern Government and the institute of Education, ABU Zaria, promoted social studies greatly. They produced text books and other curriculum materials, organised workshops and sponsored social studies in service courses for teachers at all levels (Ololobou, 2010).

In 1967, a conference was organised at Queens College by the educational development centre, USA and the centre for curriculum renewal and educational development overseas (CREDO), England that led to the establishment of social studies at continental level of Africa (Omooba, 2004). The Oxford conference paved the way for the Mombasa conference in 1968 hosted by Kenya. Other African countries represented were Nigeria, Tanzania, Zambia, Botswana, Malawi, Ethiopia, Uganda and Lesotho. Participants resolved to prioritize the development of social studies, there was also a recommendation that social studies be taught in all teachers training colleges in Africa. And out of this emerged the African social studies programme (ASSP) and later Nigerian social studies programme (NSSP). Subsequent to Mombasa conference, a seminar was held in 1969 with participants drawn from different parts of Nigeria with the exception of the eastern region which was the theatre of civil war. Other important events which affected the development of social studies in Nigeria include the introduction of social studies association of Nigeria (SOSAN) at Cooperative College, Ibadan with professor Babatunde Fanfuwa emerging as the first president and M.A. Makinde was the first national secretary. Due to the trend of events and dynamism of social studies, the name of the association now has been changed to social studies and

civic educators association of Nigeria (SOSCEAN). Worthy of note were other conferences, workshops and seminars that followed the 1969 national curriculum conference that took place at the University of Lagos. This included the 1971 national curriculum conference for primary school, the conference for teachers training colleges in 1972, and workshops for secondary education in 1973. These conferences and workshops gave birth to new curricula in social studies for primary, secondary and tertiary education. However, with the national curriculum conference, an education agency; the Nigerian Educational Research Council (NERC) was established in 1970 now known as Nigerian Educational Research and Development Council (NERDC). This agency with the Comparative Education Study and Adaptation Centre (CESAC) organised series of conferences, seminars and workshops which led to the production of social studies curriculum materials for primary, junior secondary, secondary and teacher education programmes in Nigeria (Ololobou, 2010).

Just for the record, many tertiary institutions in Nigeria today offers degree programmes in social studies and Ahmadu Bello University, Zaria pioneered the B.ED programme in 1981 therefore social studies can be studied to PhD level and even to professorial status. Another point to be reckoned with was the production of senior secondary school syllabus by CESAC in 1984 which was approved by Nigeria's Joint Consultative Committee on Education (NJCCE) in spite of lack of implementation. Although, social studies nowadays have manifest in different forms such as the study of humanities, civic education and human relations. Keeping with the dynamic nature, social studies now has new themes fused into the curriculum to make it more relevant to the needs and aspiration of the society and for preparing learners to become productive and functional members of the society (Ololobou, 2010; NERDC, 2007).

It is imperative to mention that, international organisations such as UNICEF also played a leading role in the revision of the 1973 social studies curriculum guide. The national policy on education (1981) brought social studies to lime light by making it compulsory subject both at primary and junior secondary school levels.

2.4 The Concept of Social Studies Education

Social studies as a new entrant into the Nigerian educational sector have no single universal definition. There are numerous explanations as to what social studies is all about. Some scholars perceived social studies from the point of view of its content. This category basically perceived social studies as the study of social science. Another category perceived social studies from the point of view of its goals and purposes. These creams of people hold the notion that social studies should prepare the student for responsible citizenship. For example, Dubey e'tal (1980) explained social studies as the investigation of human activity; it studies man at home, work, worship, in politics, at play, in the village, in the nation, everywhere man engaged in his busy programme of living. Social studies is particularly interested in man's problems about which decisions must be made.

Social studies was viewed by Kissock (1981) as a programme of study which a society uses to instil in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves. Aina (1982) described social studies as the study of man in totality. The national council for social studies (1992) encapsulates that social studies is an integrated study of social sciences and humanities to promote civic competence.

Social studies was visualised by Barth (1993) as the interdisciplinary integration of social sciences and humanities concepts for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues. Social

Studies was conceptualised as an integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation and understanding of the reciprocal relationship between man and his environment (Ololobou, 2010).

2.5 The Nature and Scope of Social Studies Education

Social Studies is a natural development from man's interaction and exploration of the environment in which he lives. It concerns with the concrete experience man encounters as he relates to the various aspects of his environment. Through social studies education, man is equipped with useful knowledge, practical skills, positive values and attitude to be sufficiently informed to tackle societal problems and issues. The main purpose of social studies education is to help students develop the ability to adapt and contribute to the ever changing environment (Ololobou, 2010). However, Ololobou (1989) asserted that social studies is an organised and integrated study of a man and his physical and social environment, emphasising on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizen. Social studies came as an answer to specific and national problems (Aina, 1982).

The national curriculum for secondary education (1985) in Ololobou (2010) identified the following broad secondary social studies goals thus:

I. Develop a capacity to learn and acquire basic skills including those of listening, writing, speaking and analysis.
II. Appreciate the diversity and inter-dependence of all members of the local and national communities.
III. Inculcate positive attitudes and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation. These

goals in essence are geared towards instilling a stronger sense of responsibility in students as citizens of Nigeria.

It is clear that social studies is organised as a school subject to serve two closely related purposes;

1. To guide pupils/students towards understanding people at various distances from them, the conditions in which people find themselves, and the methods they employ to cope with problems.
2. To guide pupils/students in ways of reacting to and interacting with people, conditions and actions to assure the survival and growth of themselves as individuals, of their society, and of the total society of man (Aina, 1982).

The nature of Social Studies in Nigeria and in Africa aims at educational decolonization and correcting the mistakes of the colonial period. The contents of the different syllabi on social studies reflects the African background e.g. the philosophies and experiences of African leaders such as Leopold Senghor of Senegal, Kwarne Nkrumah of Ghana Jomo Kenyatta of Kenya, Julius Nyerere of Tanzania, Nnamdi Azikwe of Nigeria and a host of many others, are made to bear on the contents of the social studies syllabi, (Fadeiye 2005 in Ololobou, 2010). Man is the central theme in any discussion of social studies, as man is the prime mover of all the activities that are discussed in social studies. The different definitions of social studies also show the nature of the discipline.

Social Studies, is a corrective study; its purpose is to remedy any educational and societal ills at all times. It seeks to replace irrelevant learning experiences with relevant ones.

It places emphasis on the objectives to be achieved in the course of teaching. The nature of social studies concerns knowledge of how man is influenced by his environment, how he, in turn alters his environment to satisfy individual and group needs; how man is

attempting to deal with certain pertinent questions, issues and problems; and how he draws upon his experiences to plan for the future.

Social Studies is unique given its orientation. It emphasizes the cognitive, affective and psychomotor domains. It fosters the development of spontaneity, self-reliance; flexibility of mind, clear thinking, tolerance, initiative, ability to solve problems, creativity and a sense of purpose and direction in life. The scope of social studies aims at presenting knowledge as a whole rather than compartmentalizing it as other social science subjects do. Social Studies, studies man in depth. It deals with practical issues pertaining to man and his environment, and not only that man's conditions are changeable, dynamic and flexible but also, man's conditions and problems view from one environment to another. The scope of social studies uses the interdisciplinary approach in its teaching just in an attempt to present knowledge as a whole. The subject does not believe in theory, instead it integrates the different theories with a view to understanding the problems confronting man and offering realistic solutions. Social studies uses concentric approach in teaching, for example different maxims were considered such as:

I. Proceed from known to unknown
II. Proceed from concrete to abstract
III. Proceed from particular to general
IV. Proceed from simple to complex
V. Proceed from easy to the more difficult
VI. Proceed from indication to deduction (Fadeiye, 2005 in Ololobou, 2010).

The scope of social studies also focuses attention on the level, coverage, quantity and quality of content. The arrangement of the contents of social studies also follows the concentric, spiral or expanding horizon pattern. This sequential arrangement of the

course content is necessary so as to allow learners proceed from known to unknown, so as to facilitate effective teaching and learning.

2.6 Philosophy of Social Studies Education in Nigeria

In the late 1960s, most educators in Nigeria agreed that the schools must be Nigeria in outlook rather than emphasizing foreign ideals. It was thought that through social studies education, a love of the country would be developed in the Nigerian child in such a way that they would develop a strong attachment to their country and government. Furthermore, to expose them to the problems in the society and equip them with the necessary skills needed for their survival, social studies was considered relevant. Makinde (1979) rightly pointed out on the philosophy of social studies that, the definition of social studies at all levels is to enable its learners become nationally conscious, better informed, effective citizens. It also aims at inculcation of national consciousness and national unity, imbibing the right type of values and attitudes for self and national survival, the acquisition of necessary skills, abilities and competencies which individuals need to be able to contribute to national development.

2.7 General Objectives of Social Studies Education in Nigeria

Social Studies education strives to deviate from the ‘slavish’ and ‘uncritical’ recitation of Western concepts and prejudice about developing societies by disseminating information based on the peculiarities and differences of the Nigerian society (Danladi, 1999). Social Studies objectives are derived from the national education objectives and are aimed at the realization of the aspirations of the National Educational Objectives. The two are similar because they aim at the achievement of similar goals such as national consciousness, national unity, development of positive attitudes towards democratic values and citizenship, trained, development of skills and acquisition of knowledge.

The general objectives of Social studies education as identified by Okonkwo (2000) can be seen as follows:

1. Creation of awareness in the learners about their surroundings
2. The development of specific fundamental dispositions such as the attitudes, Values and norms of the society.
3. The promotion of effective and active citizenship.
4. The promotion of an understanding of the social problems of the locality and finding possible solutions to them.
5. Helping the learners to develop the right attitudes towards the leaders of the government
6. The demonstration of flexibility and willingness to accept necessary changes within a system for the good of all.

Objectives of Social Studies Education for Junior Secondary School

The national curriculum for secondary education (1985) cited by Ololobou (2010) stipulates the following broad secondary social studies objectives in Nigeria to include:

I. Creation of awareness and understanding of our evolving social and physical environment as a whole in its natural, manmade cultural and natural resources for national development.

II. To develop a capacity to learn and acquire basic skills not for only those of listening, reading, speaking and writing, but also those of manipulative, intellectual, observation, analysis and inference which are essential to the formation of sound social, economic and political judgement.

III. To ensure the acquisition of that relevant body of knowledge and information, this is essential prerequisite to personal knowledge as well as to a positive personal contribution.

IV. To develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international community

V. To develop in the student positive attitude of togetherness, comradeship and cooperation toward a healthy nation

VI. Inculcation of appropriate values of honesty, integrity, hard work, fairness, equity and justice at work, school and play as part of one's contribution to the development of the national goals.

2.8 The Concept of Examination Malpractice

An examination which can be in essay or objective form, oral or written, theory or practical, constitutes an integral part of the education. It is conducted in order to determine the extent to which knowledge and skills have been acquired. As an instrument for decision- making, examination is always prone to fear and anxiety. Examinees would want to pass the examination by all means. Also many school authorities and parents would want to explore all means of getting good grades for their students and children. Hence, they resort to different forms of examinations (Fasasis, 2006).

Fagbuyi (2012) noted that examination malpractice has become so rampant that education stakeholders no longer have enough confidence in the certificates being used by various educational institutions all over the country. He advocated that more innovated and decisive steps should be taken to stop this menace. Fatai (2005) defines examination malpractice as any irregular act exhibited by candidates or anybody charged with the conduct of examination, which is clearly a breach of the rules governing the conduct and integrity of the examination.

Olorisade (2003) vehemently opined that examination malpractice has become a cancer in the Nigerian educational system and if it is not promptly checked, it would ruin the educational system. Students at all levels especially junior secondary schools devised different and various ways of engaging in examination malpractice, such devices include copying each other during the examination, exchanging answer scripts or question papers on which answers are summarised, writing relevant points on the table or desk to be used for the examination and entering the examination hall with prepared answers or textbooks. Olorisade (2003) further described examination malpractice as a heinous crime which is not only committed by the students who are bent on passing their exams at all cost, some parents , teachers, examination invigilators and supervisors, have been indicted for perpetrating this social evils. In some schools, teachers and principals encourage students to cheat so that their schools could be regarded as being academically sound.

Farouk (2007) sees examination malpractice as a process that involves a deliberate act of wrong doing contrary to official examination rules, and is designated to place a candidate at unfair advantage. Examination malpractice is also viewed as an unethical behaviour by somebody in the process of testing an examinee's ability or knowledge by means of question (Ikupa, 1997).

According to Agbo (2003) in her study titled "factors that influence examination malpractice and academic performance in primary science among primary six pupils in cross river state, Nigeria". Teacher is among the forces behind examination malpractice. Agbo (2003) unequivocally attributed teachers action to gross un-committed to duty, results in anxiety created by non-completion of syllabus. The researcher also said that some teachers are incompetent and so do not give students the requirement for examination. Also, that some teachers who are assigned to supervise examination

connive with students to cheat due to the level of poverty. Examination malpractice is one of the wide spread vices among secondary school students. The fraudulent act is seriously ravaging our educational system (Okorodudu, 2013).

Examination malpractice is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage. It has become a prolific business enterprise branded with the name of private examination centres aided and abetted by corrupt examination officials, supported by parents who will not allow their children to be left out from the Trojan gift of malpractice. The business is such that some individuals open up offices with the emblematic names of "Brain Trust, One Sitting, A- One at a glance, Good Success, Brightest Future etc" (Ugwu, 2012).

Maheswari (2011) quoted by Okorodudu (2013) described examination malpractice as termites destroying education set up and is becoming endemic ugly scenario in the educational system. Students are involved because they want success; parents are involved because they want good grade for their wards; teachers and others are involved because of the financial, material and other intangible gains (Okorodudu, 2013).

Examination malpractice is a topical issue in the education industry in Nigeria today. Most people embraced and cherished it and it has become norm in our society today. People no longer feel ashamed to be linked or associated with examination malpractice. Most disturbing is the prevalence of these vices at the junior secondary school levels. The recognition of the problems is bringing with a realization that the situation is inimical to both educational development, national development and good international reputation (Nwamaradi, 1999).

Udoh (2011) described examination malpractice as a national emergency situation that requires urgent attention. The poor and declining academic performance of students in

Nigerian schools owing to examination malpractice is becoming alarming that the achievement of educational goals is endangered (Ukpepi & Ndifon, 2012). The introduction of the global system of mobile telephones (GSM) in the country has revolutionalized examination malpractice in the school system. The emergence of technological devices has spawned new and more sophisticated approaches to dishonest conduct during examinations. A lot of academic information is stored in handsets and other gadgets like the MP3s and smart phones for direct use in examination halls or for onward transfer via SMS to other students anywhere in the country. Examination malpractice is a social evil that can damage society to the extent of possibly leading to a failed state. It has serious economic, political and social consequences (Aminu, 2006).

2.9 The Genesis of Examination Malpractice

The origin of examination malpractice in Nigeria can be coined from two sources thus; the first publicly reported case of examination malpractice occurred in 1914 attributable to a leakage of question papers in the senior Cambridge local examination. Ever since, there have been cases of irregularities reported on yearly basis. But, the outstanding years were as follows: 1963, 1967, 1970, 1973, 1977, 1979, 1981, 1985, 1987, 1991, 1994, and 1995 1996 1997, 1998, 1999, 2000, 2001, 2002, and 2003 (West African Examination Council, 2004 and Money, 1997).

The second version holds that the first case of examination leakage and irregularities in public examination occurred in 1948 in Nigeria when a Nigerian candidate had his examination cancelled because of the possession of a history note during 1948 Matriculation Examination (Femiwole, 1995). Inferentially, one can deduced that examination malpractice is not a recent phenomenon but is as old as Nigeria and require cogent approach like the use of social studies education to curb or minimized it.

2.10 Forms of Examination Malpractice

These are the different patterns, types, categories or classifications of examination malpractice. The following have being identified as the different forms of examination malpractice; leakage, external assistance, smuggling of foreign materials, giraffe, improper sitting arrangement, ghost centres, illegal collection of money by teachers, collusion, impersonation, forging of CA, inflating scores by staff or teachers, copying from textbooks (Shenekon, 1996; Omooba , 2008).

2.10:1 Ghost/Miracle Centres

Just like the name implies, these are examination centres created where candidates can sit for examination with the support of helpers and without supervision and deliberate award of certificates to candidates who did not even sit for examination (Adamu and Adamu, 2010). Principals and teachers are no longer interested in the quality of education given to student preparation to face examination challenge. In fact, teachers turn the staff rooms into business centres where commodities are sold and bought; they have the confidence that the children will be assisted to pass their exams (Okorodudu, 2013).

2.10:2 ECOMOG/ECOWAS

This involves the process in which candidates arrange with other people ahead of the examination for assistance. In words, it is the process of seeking and receiving help from other candidates. It refers also to passing of coded information from one student to another (Adamu and Adamu, 2010; Omooba, Obi and Olabode, 2008).

2.10.3 Collusion

This refers to the act of exchanging answer scripts, dictating answers to candidates and supervisors pretending to be sleeping so as to give the candidates room to cheat. Some principal distracts or diverts the attention of the supervisor via lavishing entertainment to facilitate cover up of massive cheating by the candidates (Omooba, Obi and Olabode, 2008). It implies also as the process in which candidates arrange among themselves to assist each other, copy from one another or exchange information in the examination hall. Collusion between candidate and officials, sometimes there is a pre-arrange collusion with the invigilators to put their eyes off the students after a large sum of money has been paid to them, Kassah (2004) in Yaroson & et'al (2004).

2.10:4 Leakages

This is the process in which students have foreknowledge of the examination questions which may be attributed to improper handling of examination questions during production (Omooba, Obi and Olabode, 2008). Parents give their children money to buy leaked papers ahead of time. The students (lazy and indolent) prepare answers to questions in advanced or other adults are employed to prepare the answers for their wards. Parents rejoice when their children or wards come home with unmerited results or certificates, Edukugho (2006).

2.10.5 Poor Invigilation

Mass cheating results from poor invigilation and supervision facilitated by gratification such as presentation of gifts or cash to the teachers. Other forms of examination malpractice as stated by Olatoye (2004) include bringing in unauthorised materials, writing on currency notes, handkerchiefs, and mathematical sets and spying of other candidates in examination so as to substitute answer sheets. Some students buy question papers with money while some use their bodies if they are females (Maduka, 1993).

Okorodudu (2013) submitted that secondary school students cheat in various forms such as : micro chip, giraffe (elongation of the neck), sorting, ECOMOG/ECOWAS/OAU, computer, contraction system (exchange of question paper with prepared answer scripts), super print system, impersonation, buying questions and marks, arbitrary award of marks, sneaking maps, giraffe, charts, textbooks and specimen.

2.11 Causes of Examination Malpractice

The causes of examination malpractice among junior secondary schools in Nigeria are numerous. Several scholars have put forward major causes. Omooba (2008) classified the causes of examination malpractice into psychological, sociological and economic factors. Psychological factor deals with ill preparation by students for examination either as the result of laziness, fear or absenteeism. Bello and Madaki (1997) cited by Omooba (2008) emphasised that unpreparedness create lack of confidence in students' abilities to pass their examination thereby resulting to cheating. Increase in number of students' enrolment was hardly matched by a corresponding provision of facilities and teachers. Also, the use of inappropriate teaching method which affects teacher's delivery of subject matter and thereby giving little or no room for the development of formal reasoning patters in students and these make the students unprepared psychologically and cognitively for examination and consequently, students resort to cheating in order to pass. While Social factor involves a situation in which the acceptable ways of doing things is thrown away to the dogs. Obagah (1995) cited in Obasohan (1998) opined that people no longer strive for merits through genuine means but by fraudulent practices. That the society places more emphasis and premium on paper qualification and careless about how the certificate can be secured. Economically, Ogiri (1998) was of the view that Nigerians today are worshippers of money. This was why those in charge of examinations were blindfolded with money by candidates. The

shift on societal value from moral rectitude to wealth at whatever means coupled with the dwindling economic fortunes of teachers are also some of the causes advanced for examination malpractice (Omooba, 2008).

Ladan (2003) attributed the high increase of examination malpractice to general apathy and continued moral decline within the society, lack of disciplinary control over teachers and non- teaching staff, difficulty in prosecuting examination malpractice offenders, corruption by security agents. Other factors responsible for examination malpractice stipulated by Fagbuyi (2012) include: irregularities in the conduct, administration of examination and lack of adequate preparation by examination bodies, lack or insufficient examination materials and question papers and leakages of examination questions. Fagbuyi (2012) further stressed that examination malpractice is aided by examination officials, parents, staff and students of schools and staff of examination bodies. There were various instances where parents and guardians encouraged their wards to cheat by going to the examination centres to pay for assistance during examination and in some areas, parents arrested for writing examination for their wards.

Denga and Denga (1998) asserted that parents, guardians, community leaders and teachers are guilty of collaborating in one way or the other to aid and abate examination malpractice. The author further said that rich parents often dangle money on teachers and pressurise their children to pass with good grades. Also, that guardian does parade the examination premises winking and whispering and desperate to help their wards to do well. It can be deduced from the above views, that parents and guardians' pressure on their children to do well and the act by giving money to teachers can influence students to cheat their way out and consider cheating as the right thing to do.

In consonance with the above view, Yarrow and Scar (1967) in Ikura (2004) opined that children are more prone to cheat when their parents press them to succeed. The authors stressed that such parental pressure goes with children's rate of aspiration which invariably triggers them to cheat so as to achieve the desired goal especially when previous examination results are poor. Buttressing the above assertion, Esu (2004) affirms that one of the causes of examination malpractice is nonchalant attitude and permissiveness of many parents. Failure to provide children with the necessary guidance and wrong examples shown by parents are factors that cause children to perform beyond expectation and cheat during examination.

Sambo (2009), attributed examination malpractice to the following factors:

i. Fears of failure and disappointment: Human beings by nature dislike being associated with failure. Therefore, could do anything to or go to any length to actualise their dreams. This explains why students engage in examination malpractice

ii. Loss of academic confidence: The author asserted that many students fail or cheat not because they could not study and pass, but they forget what they have come to do and allow themselves to be carried away by distractive activities. They report to class at their will and the few ones among them who are sure of themselves would strive to pass. But, others seeing the volume of work to catch up with would be scared and opt to cheat.

iii. Admissions of unqualified students: Most students admitted are often unqualified and some could not complete their primary six.

iv. Laziness of students: The writer lamented that seriousness is thrown to the wind by many students. Most of them have little time for their studies. They often

spend most of their time attending parties, gangsters, watching films, pinging, playing computer games and wasting time on social media.

v. Large populations: The author opined that large population of students in many schools is another factor responsible for these ills. The few who perform will be promoted or admitted into higher institutions. Therefore, students cheat to excel over their mates.

vi. Desperation: The author attributed examination malpractice to the desperate attitude of some students who consider passing examination as a do or die affair.

vii. Improper/Inadequate Coverage of Syllabus: The writer considered inadequate coverage of syllabus by teachers as one of the major factor enhancing this menace. Other variables highlighted include; shortened of school calendar by public holidays, late resumption by students, emergency cases leading to imposition of curfew.

viii. Corrupt invigilators and supervisors: The writer portrayed that the students have confidence in their wealth and materials and therefore, if they offer bribe to the invigilators and supervisors, they will be allowed to cheat in the examination.

Fatai (2005) outlined the fear of failure, craze for certificate, desire of parents to have their children in choice university and profession, pressure on students to pursue courses for which they have no aptitude, pressure on teachers who want to gain favour of student, in ordinate ambition of some people to get rich quick, and overcrowded sitting arrangement as causes of examination malpractices. Udogi and Ivowi (1995) identified inadequate preparation for the examination, peer influence, poor facilities in schools, societal influence, lack of self confidence due to laziness, poor academic performance as causes or factors that prompt examination malpractices. Ojerinde (2000) revealed that cheating in examinations is motivated by:

i. The desperation to acquire certificate or get placed in a programme or be selected for a position or be promoted to the next level.
ii. Carelessness on the part of the teacher/examiners in safe guarding the examination paper before it is administered.
iii. Emphasis on grades
iv. Poor seating arrangement
v. Poor invigilation
vi. Use of objective tests

Examination malpractice is an illegal or unethical behaviour by somebody in the process of testing an examinee's ability or knowledge by means of question, Ikupa (1997) cited in Alutu and Aluede (2006). In view of ever increasing incidences of examination malpractices and the problems associated with the conduct of examination in Nigeria, urgent and proactive measure should be taken to avert the total collapse of the educational system.

Nuraini (2008) remarked that examination malpractice is a cankerworm that portends grave danger for the nation.

Ivowi (1997) opined that examination malpractice is influenced by many factors such as:

I. Lack of confidence as a result of inadequate preparation
II. Peer influence
III. Societal influence and parental support
IV. Poor facilities in schools

2.12 Effect of Examination Malpractice

The effects of examination malpractice cannot be over emphasised. Examination malpractices render the goals of education invalid. The attainment of the goals will

continue to be a mirage if the scourge is not eradicated from the system. The country will continue to produce graduates who lack the knowledge, skills and competence to exploit the resources of the nation and the graduates will also lack the right type of values and attitude needed for the survival in a globalised economy (Olatunbosun, 2009). Examination malpractice leads to irreversible loss of credibility. Any country noted for examination malpractice losses international credibility. The implication is that documents from such country will be treated with suspicion. Consequently, certificate by such country's educational institutions are disbelieved, Olatunbosun, (2009) and Udoh (2011). Creativity and resourcefulness are hampered.

Examination malpractice wreaks great havoc on the social, economic, religious and political lives of Nigerians (Nuraini, 2008). Ijaiyi, (2001) cited in Fasasi (2006) affirmed that examination malpractice indicates a declining quality of education. This by implication means, the quality of education in Nigeria is low, considering it wide spread across all levels of education in Nigeria. The author further lamented that those who engages in cheating at low level (junior secondary schools) are likely to continue at the higher level of education. When they graduate into the larger society, their previous attitude can easily lead them into corrupt practices.

Another effect of examination malpractice is poor productivity. Those who posses certificates through cheating may secure jobs using the certificate which they could not defend. Consequently, poor performance would lead to poor productivity. Thus, development and sustenance of human and material resources would be in jeopardy (Fasasi, 2006). Effects of examination malpractice was categorised by Tijani (2005) into the following:

i. Discouragement of hard work: Tijani (2005) asserts that examination malpractice discourages hard work and also promotes compromising of standards which

invariably breeds half baked professionals like teachers, doctors, accountants and many more.

ii. It promotes corruption and moral decadence in the society

iii. It kills motivation of learning

iv. It encourages fraudulent and criminal behaviour

v. It tarnishes the reputation and image of the country in the world

vi. Psychologically and sociologically, malpractice breeds sorrow and sense of condemnation to the students.

Olatoye (2004) in Adamu & Adamu (2010) observed the effects of examination malpractice thus:

i. Discourages students from studying hard: The good students are tempted to believe "if you can't beat them, join them" especially as they see other students get away with their corrupt behaviour.

ii. Denies innocent students the opportunity of admission: Many good students have been denied admission by the corrupt ones who through examination malpractices have better scores and grades and the best brains are likely thrown out or frustrated while seeking for admission.

Examination malpractices have a paralyzing effect on developing nation Liman (1997). Its process makes void in our youth, future leaders and professionals a situation that leads to a future of social, political and economic insanity and bankruptcy. According to him, engaging in examination malpractice lead to cancellation of results which means great waste of resources to society and parents, and provides sources of great agony and injustice to innocent students.

In the light of the above discussion on the effects of examination malpractice, it suffice to say that examination malpractice no doubt leads to falling standard of education in a

country where cheating abound. Unless it is checked, the standard of education in Nigeria will continue to fall.

2.13 Relevance and Efficacy of Social Studies Education in Curbing Examination Malpractice

It is imperative to note that social studies is a discipline which deals with man's interaction within his environment and the people around him. It deals with people who have various problems and are striving in order to improve their living conditions. However, social studies is not limited to just academic processes but also inculcates the right types of values, skills and attitudes needed for functioning and survival of the individual and the society. It is a subject that asks questions, raises issues, faces problems, and identifies realities of life (Isyaku, 2012). Therefore, through the knowledge of social studies, students understand their environment and the social problems existing within their environment and attempt to proffer solutions to such problems, for instance, examination malpractice, cultism, human trafficking, prostitution, drug abuse, and corruption (Ololobou, 2004).

Social studies deal with the process in which a child learns the norms of his/her society (socialisation). Significantly, social studies aid the child to acquire the desired knowledge, attitude and skills that would help the child to be responsible and impact the society positively through total abstinence from examination malpractice. The knowledge of social studies is adequate to reshape and transform those who engage in examination malpractice to become diligent and committed to their books. Social studies education is about man and his activities in the society. As a unified and integrated subject, it utilizes the systems approach in tackling social problems and vices like examination malpractice. It corrects the inadequacies of the individual and society and strives to instil in learners social attitude and values such as godliness, respect,

obedience, open- mindedness, integrity, uprightness, honesty, loyalty and ethical behaviour among other virtues. It rises generation of individuals such as students who can think for themselves. Social studies develop in the individuals the capacity to learn and acquire skills, abilities and competences, both physical and mental, as equipment for the individual to live and contribute meaningfully to the development of the society (Ololobou, 2004).

The knowledge of social studies will equip the students to be self reliant and independent so as to enable the student contend with challenges of examination malpractice and it will form the foundation for continuing education. This will help eliminate the issue of cheating and any other wrong during examination. Through social studies education students obtain knowledge of the past which will help them to shape the present and predict the future. Social Studies is scientific in nature because it embraces innovations and critical thinking. Imperatively, it will help develop students' positive attitude towards scientific and technological innovations instead of relying so much on certificate oriented based education (Ololobou, 2010). This will help broaden the horizon of the students and discourage students from examination malpractice. Social Studies equip students with basic skills and good social habits to fit into the society. It means, the learner will possess all the required attributes needed to live within the society. This is in consonance with social studies objectives at the post primary educational level which aimed at developing the student's capacity to learn and to acquire skills essential to the formation of a satisfactory professional life (Federal Republic of Nigeria, 1998).

Social Studies education enhances the achievement of the national educational aims and objectives by educating for self- realisation, human relationships, civic responsibility, economic competences and critical thinking through its various contents and methods,

Federal Republic of Nigeria (1998). Social studies knowledge will help students especially at the junior secondary school level to distance themselves from examination malpractice because it is contrary to the acceptable norms and values of the society and the objectives of social studies education. It will also help students to become responsible and disciplined individual capable and willing to contribute to the development of their societies (NERDC, 2007). The educational goals of the nation desire to build complete and balanced citizens by emphasising all aspects of learning. Similarly, the social studies conception of an effective and efficient citizen is one who is cognitively alert, posses functional and useful skills as well as capable of exhibiting desirable attitudes, values and actions (Ololobou, 2010). To this extent, the teaching of social studies is relevant in solving the problem of examination malpractice. Social Studies content emphasis inquiry method which provides the needed training for developing higher cognitive abilities, skills and values of persistence, perseverance, diligence, hard work, dedication and interdependence. Invariably, social studies education helps if properly inculcated and embraced by the students to reduce the ills of examination malpractice especially in junior secondary schools. No doubt, from all the analysis, social studies is the only therapy needed in Nigeria to curb or reduce examination malpractice in Nigerian schools especially at the junior secondary school level.

Credibility of examination in junior secondary schools will be guaranteed if social studies curriculum is effectively implemented. This will help reduce examination malpractice plaguing the education industry in Nigeria and will also go a long way to improve and transform student's attitudes and approaches toward examinations.

2.14 Review of Related Empirical Studies

Different people conducted research at different times on examination malpractice. Some of their works have been x-rayed thus: A study conducted to investigate the forces behind examination malpractice by Agbo (2003). The sample comprised of JSS3 students from eight schools and remedial students of the University of Jos. One of the questions that guide the study was, "do parents have a part in examination malpractice"? Survey design was used for the study and questionnaires were used as instrument for the study. The statistical tool used for the analysis of the data was the simple percentages. It was revealed that non- seriousness on students' part, stress on certificate, make parents to bribe their way out through examination malpractice.

Justifying the above assertion, Offorma (2006) affirmed that examination malpractice has eaten deep into the society and it is rampant that parents believe that their children cannot do well in school. Therefore, they are ready to go extra miles including hiring people to write examinations for their wards and even bribing the teachers and examiners with expensive gifts so that they can assist their children in any possible ways to succeed in the examinations.

In this same vein, this study seeks to investigate ways to curb examination malpractice using social studies education. The discoveries of certain forces behind examination malpractice by Agbo (2003) in her research has affirmed the existence of this malady and has justified the reason for using social studies education as an instrument in combating examination malpractice in JSSII and JSSIII. Agbo used JSSIII in her research similar to this research that limits the study to the same arm or level.

A research conducted by Ibrahim (2011) on the causes, nature, effects of examination malpractice and the way out. The population comprised of 8,300 students and 91 teachers. The sample size comprised of all departments within five schools of Nuhu

Bamalli Polytechnic, Zaria. Survey research design was used for the study and questionnaires were used as instrument for the study. The statistical tool used for the analysis of the data was the simple percentages. The study revealed that the feeling of inferiority complex to which any student that fails exam is subjected to in school, at home and in the larger society is one of the major factor encouraging students to go to any length in order to pass examination. The study also attributed exam malpractice to leakage question papers. The study showed that examination malpractice has caused great damage to the educational system in Nigeria and pointed out that one of effects is unceremonial graduation of students which usually have adverse consequences on placement of students and their productivity. This current study shared similar purpose with Ibrahim (2011). Both research aimed at finding out the factors that usually encouraged students' involvement in examination malpractices. Also adopts questionnaires as instrument for gathering data. But differ in the topics, scope and methodology.

In like manner Okorodudu (2013) carried out a study to investigate the relationship between peer pressure and the attitude of secondary school students towards examination malpractice. The study adopted a survey research design as the methodology. Junior secondary two (2) students constituted the population of the study. The sample size of 1000 participants were used in the study drawn from public secondary schools in Delta state, Nigeria involving 62% males and 38% females students selected through multi- stage and simple random sampling technique. Questionnaires were the instrument used for the study and correlations matrix was used to analyse the data collected. The outcome of the study revealed that a strong relationship exists between peer pressure and students' attitude to examination

behaviour. The implication of the study showed that peer influence has a very strong hold on the attitude of secondary school student's assessment practices.

The study conducted by Okorodudu (2013) share the same ideology with this study on the prevalence of examination malpractice among secondary school students especially at the junior level and adopts questionnaires as the instrument for the study. But differ in sample size and population.

Similarly, Ajegena (2009) conducted a study to examine the effects of social studies education on students attitudes to nationalistic ideals about Nigeria in selected junior secondary schools in Keffi educational zone of Nassarawa State. The focus of the study was on the extent to which social studies education has provided in the junior secondary school since the country has helped to shape the nationalistic attitudes, perceptions and skills of the students in a bid to transforms them into enlightened, loyal and patriotic citizens who will contribute positively to the development of the Nigerian society. The study was a survey research and used 300 hundred JSS III students from ten junior secondary schools in the zone. The study was carried out using questionnaire for the students' responses. The questionnaire was structured into six sections. Section "A" dealt with the background information of the respondents, the other sections covered students' responses to objectives of social studies education and delivery process of

Social studies education, while the rest measured students' attitudes to nationalistic ideals in terms of cognitive, affective and psychomotor dispositions.

Within this perspective, six hypotheses were formulated and tested in the study. Data collected were analyzed using the Chi-square (X^2) statistics in order to test the hypotheses at 0.05% level of significance. The results of the study revealed that significant relationships existed between the average performance of the students with regards to social studies education objectives and cognitive domain; social studies

education, objectives and affective and cognitive domain; social studies psychomotor domain; social studies education delivery process and cognitive domain; social studies education delivery process and psychomotor dispositions and lastly, social studies education established that the nationalistic ideals dispositions. It has been therefore established that the nationalistic ideals about Nigeria can be achieved through social studies education. In the light of the findings, a few recommendations were made such as provision of better learning facilities, in-service courses, workshops, seminars and induction courses be organized for teachers of social studies to broaden their horizon.

However, Ajegena (2009) work and that of the current study shared some similarities. They both adopted survey research design as the techniques employed to ascertain the proper gathering of information. Both used questionnaire as the instrument for the study. They both centred on the use of social studies education as the instrument to ameliorate boiling issues in Nigeria. The same scope was considered for the study importantly, both study focuses on the relevance of using social studies education in transforming junior secondary school students into enlightened and productive citizens. Consequently, both studies differ in the place and time, for example, Ajegena's work was conducted in 2009 in Nassarawa state while the current study was conducted in Zaria Educational Zone in Kaduna State.

Another study was conducted by Babatunde (1993) to "examine the adequacy of the social studies curriculum as an instrument that can be used to develop positive values and attitudes in the learner at the Junior Secondary School level". While using the instrument titled "Social Studies Curriculum Adequacy Questionnaire" for data collection and forty subjects drawn from the Lagos College of Education, FCE (Technical) Akoka and Project Time (NCE) Centre, Akoka, the t-test and Z statistics were used to test the five hypothesis formulated for the study. It was discovered that the

content of the curriculum was inadequate and a recommendation was made for a review of the JSS Social Studies Curriculum content. Though, Babatunde focused on the need to review the curriculum at the tertiary level in his study. This was necessary because graduates of tertiary level were expected to become curriculum implementers at the Junior Secondary School level; thus if they were ignorant of the major part of the curriculum, they might not be able to train well. However, the present study was different from the former in term of school level, scope, statistical analytical tool and the number of hypotheses. Despite the differences above, Babatunde (1993) study had some bearing for the present one such as the use of questionnaires to gather data, the intent of using social studies education to reshape the behavioural patterns of the learners and to inculcate in the learners the right values and attitude through social studies education.

Summary

The review of relevant literature and related empirical studies confirmed that examination malpractice is a cankerworm that has eaten deep into the Nigerian educational system and therefore, urgent measures should be taken to nib the menace at the butt. The review further showed that the prevalence of examination malpractice in the Nigerian schools especially at the JSS level is capable of crippling the whole educational system. Furthermore, the review critically justified social studies education as the vital instrument for transformation and enhancement of good citizens who can contribute meaningfully to societal development through adequate impartation and application of desired skills, values, knowledge and experiences.

Most of the reviewed literatures clearly centred on the factors responsible for examination malpractices; the manner in which it is being carried out and ways to reduce or minimised it. Consequently, the study also showed the relevance of social

studies education as a discipline that will foster the desire for self- reliance, national efficiency and national pride (Jekayinfa, 2013). Social studies as a problem solving discipline aims at producing citizens with competencies, moral values and seasoned judgment who can effectively live and contribute positively to the economic, social and political development of the Nigerian society. This study to the best of the research's knowledge is the first to examine social studies education as an instrument in curbing examination malpractice among JSS in Zaria Educational Zone, Nigeria. The research findings granted social studies experts, educationists, teachers and all other stake holders in the education industry the understanding and clear vision on how examination malpractice can be curbed. It also helped the students especially at JSS level to be able to identify the ills of examination malpractice and to develop the skills and the determination to approach any examination confidently. This study also created a basis upon which social studies education can be employed to reduce or solve the incidence of examination fraud in Nigeria.

CHAPTER THREE

RESEARCH METHODOLGY

3.1 Introduction

This research work presents general pattern adopted in carrying out the study under the following sub- headings: research design, research population, sample and sampling techniques, instrumentation, validity of the instrument, reliability of the instrument, data collection procedure and data analysis procedure.

3.2 Research Design

The design used in this study is descriptive survey design. This is a research method that describes a given state of affairs at a particular time (Olayiwola 2010). This research design permits the gathering of information through the use of questionnaires and / or interviews from a population based on appropriate sampling techniques. It was on this basis that the researcher decided to use descriptive survey design.

3.3 Population of the Study

JSSII and JSS III male and female students attending public junior secondary schools within Zaria Educational Zone of Kaduna State constituted the population of this study totalling 26,332 students. Below is the table showing the distribution of student's population:

Table 3.3.1: Distribution of Student's Population

S/no	Schools	Class					Location
		JSSII		JSSIII			
		Male	Female	Male	Female	Total	
1	Barewa College, Zaria	418	-	499	-	917	Urban
2	GJSS Chikaji	117	180	200	220	717	Urban
3	G.S.S, K/ Bana, Zaria	149	200	151	203	705	Rural
4	Alhuda- Huda College, Zaria	610	-	603	-	1,213	Urban
5	S. I. Arab Special Sec. Sch. Zaria	100	150	102	154	506	Urban
6	G.S.S Dakace, Zaria	157	250	200	270	877	Rural
7	G.S.S, Kugu	109	165	91	140	607	Rural
8	Science Sec. Sch. Kufena, Zaria	130	150	120	164	544	Urban
9	G.C.C, S/Gari	195	280	260	275	1,010	Urban

10	G. G. S.S (WTC), Zaria	-	350	-	355	705	Urban
11	G.G.S.S, K/ Gayan, Zaria	-	375	-	390	765	Rural
12	G.J.S.S, T/ Wada, Zaria	200	251	161	250	862	Urban
13	G.J.S.S, Gyallesu, Zaria	210	226	180	220	836	Urban
14	G.J.S.S Rimin Doko, Zaria	123	134	100	130	487	Urban
15	G.J.S.S Mangi, Zaria	100	211	99	200	610	Rural
16	G.J.S.S Kofar Jatau, Zaria	110	130	101	130	578	Rural
17	G.J.S.S Dutsen Abba, Zaria	107	120	105	110	642	Rural
18	G.J.S.S Kofan Doka, Zaria	150	132	100	125	507	Urban
19	G.S.S. T/Jukun	200	250	115	250	855	Urban
20	G.J.S.S Muchiya Sabon-Gari	101	164	100	160	525	Urban
21	G.S.S Aminu, S/ G	220	362	300	355	1,237	Urban
22	G.J.S.S (Boys) Chindit S/Gari	500	-	482	-	982	Urban
23	G.J.S.S,(Girls) Chindit Sabon-Gari	-	458	-	500	958	Urban
24	G,J.S.S Magajiya, Zaria	116	162	85	162	525	Rural
25	G. J.S.S, Pada, Zaria	-	292	-	280	572	Urban
26	G.J.S.S D/ Bauchi, S/Gari	-	689	-	689	1,378	Urban
27	G.J.S.S Kaura, Zaria	133	151	140	152	578	Rural
28	G.J.S.S Likoro, Zaria	100	105	112	164	481	Rural
29	G.J.S.S,TukurTukur, Zaria	480	-	470	-	950	Urban
30	G.J.S.S Tudu- Saibu, Soba	143	190	163	166	662	Rural
31	G.J.S.S, Richifa, Soba	98	93	79	81	351	Rural
32	G.J.S.S Dinya, Soba	107	129	121	103	460	Rural
33	G.J.S.S, Awai, Soba	137	117	120	109	448	Rural
34	G.J.S.S Matari, Soba	-	148	-	129	277	Rural
35	G.J.S.S,Gimba, Soba	129	122	133	128	512	Rural
36	G.J.S.S,Bogari, Soba	128	115	111	115	469	Rural
37	G.J.S.S. Kinkiba, Soba	121	111	125	109	466	Rural
38	G.J.S.SYakasai,Soba	130	116	150	155	551	Rural
	Total	**5,778**	**7,222**	**6,056**	**7,266**	**26,322**	

Source: Zaria Educational Zone, 2013

3.4 Sample and Sampling Technique

The sample of this study was purposively drawn from the total population of 26,322 students. According to Krejcie and Morgan (1970), it is possible to use any of the values from the sample size table if a population size is given and that the next population should

suffice if the exact population is not listed. In this light, a sample of 379 respondents comprising male and female students was drawn from ten selected public junior secondary schools using stratified and simple random sampling technique. Oyiwola, (2007) refers to stratified sampling as the division of the entire population into smaller homogeneous groups to get accurate representation. These schools were selected because they are the areas where examination malpractice may be more pronounced. Below is the table showing list of sampled schools.

3.4.1: List of Sampled Schools

S/no	Schools	Class						
		JSSII		JSSIII				Location
		Male	Female	Male	Female	Total	Sample size	
1	G.C.C, S/Gari	195	280	260	275	1,010	45	Urban
2	GJSS Chikaji	117	180	200	220	717	29	Urban
3	G.J.S.S, T/ Wada, Zaria	200	251	161	250	862	37	Urban
4	Alhuda- Huda College, Zaria	610	-	603	-	1,213	55	Urban
5	G.J.S.S D/ Bauchi, S/Gari	-	689	-	689	1,378	62	Urban
6	G.S.S Dakace, Zaria	157	250	200	270	877	39	Rural
7	G.S.S, Kugu, Zaria	109	165	91	140	607	26	Rural
8	G.J.S.S Tudu- Saibu, Soba	143	190	163	166	662	27	Rural
9	G.J.S.S,Gimba, Soba	129	122	133	128	512	32	Rural
10	G.S.S, K/ Bana, Zaria	149	200	151	203	705	27	Rural
	Total	**1,709**	**2,327**	**1,962**	**2,341**	**8,543**	**379**	

Source: Field Survey (2014)

3.5 Instrumentation

The instrument used in data collection for this study was social studies instrument for examination malpractice questionnaire (SSIEMQ) constructed by the researcher. The instrument consists of two sections A and B. Section ‘A’ comprised of bio- data of the

respondents while section 'B' consisted of thirty six (36) modified 4 point– Likert measurement scale. It is structured questionnaire.

3.5:1 Validity of the Instrument

In order to ensure the content validity of the instrument, the items were constructed after careful review of related literatures on the use of social studies education in curbing societal ills like examination malpractice in Nigerian junior secondary schools. The researcher employed the services of some postgraduate students in the department of arts and social science education during the construction of the questionnaire. Based on the student's inputs, a draft of the questionnaire was submitted to the supervisors for validation. On the basis of their expert inputs, a well structured questionnaire consisting of four (4) demographic variables and another section consisting of thirty six (36) modified 4 point – Likert measuring scale.

Pilot Study

The researcher conducted a pilot study in Barewa College Zaria on 30 students. This is because it is not within the colleges which were used for the final study but share similar characteristics in almost all respects. These questionnaires were distributed and personally retrieved by the researcher. The purpose of the pilot study was to ascertain the reliability of the test items to gain insight into the sampling administration of the test instruments and in general to make it possible to decide on the feasibility of the study and to avoid administrative problems in the study as much as possible.

3.5:2 Reliability of the Instrument

The data collected from the pilot study were statistically analyzed for the purpose of determining reliability co-efficient. The Cronbachs reliability coefficient was used. Consequently, reliability co-efficient of alpha level of 0.977 was obtained. This reliability co-efficient were considered adequate for the internal consistencies of the instruments.

This was a confirmation of test of reliability by Spiegel (1992) and Stevens (1986). According to them, an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.6 Procedure for Data Collection

The researcher obtained a letter of introduction from the head of department of Arts and Social Sciences of Ahmadu Bello University Zaria for permission to conduct research.

The questionnaires were administered to the students in the selected schools within the area of study. The researcher closely monitored the students and explained the relevance of the study to them and to ensure they give their maximum cooperation by providing correct answers and response to the questionnaire. The researcher waited to collect the questionnaire from the respondents.

3.7 Procedures for Data Analysis

The analysis of the data collected and the hypotheses of this work were done using Statistical Package for the Social Sciences (SPSS). This included percentage and frequency tables, comparative frequencies of response, mean and standard deviations were used to answer research questions while the hypotheses were tested using inferential statistical technique of Independent t-test at 0.05 levels of significance and appropriate degree of freedom.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The data was gotten from social studies students from selected junior secondary schools in Zaria Educational Zone of Kaduna state on the potency of social studies education in curbing Examination Malpractice amongst JSS Students. 372 respondents out of the total of 379 students' sampled respondents representing about 98% responded to the instrument. The analysis of the data collected is done using Statistical Package for the Social Sciences (SPSS) 17th Edition. The first section of this chapter presents the frequency and percentages of the bio- data variables analysis which include sex, students' level, and location of schools. The second section presents the answers to three research questions using comparative frequencies of response, mean and standard deviations. The third section presents and interprets the three null research hypotheses structured along the research objectives by means of inferential statistical technique of independent t-test to determine presence or absence of significant differences. The hypotheses were tested at 0.05 levels of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

4.2 Presentation of Bio - Data Variables

Table 4.2.1: Distribution of Respondents by Sex

Gender of Respondents	Frequency	Percentages (%)
Male	205	55.1
Female	167	44.9
Total	372	100.0

Source: Field Survey (May 2014)

According to the table above, out of the total of 372 respondents in this study, 205 or 55.1% of them were males while the remaining 167 or 44.9% were females. This implies that both gender groups are reasonably represented in this study.

Table 4.2.2 Distribution of JSS2 Students by Sex

JSS2 Students Sex	Frequency	Percentages (%)
Male	77	52.0
Female	71	48.0
Total	148	100.0

Source: Field Survey (May 2014)

Table 4.2.2 indicates 77 respondents representing 52% males, 71 respondents representing 48 % females. The result shows that male students participated more.

Table 4.2.3 Distribution of JSS3 Students by Sex

JSS3 Students Sex	Frequency	Percentages (%)
Male	128	57.1
Female	96	42.9
Total	224	100.0

Source: Field Survey (May 2014)

A total of 224 JSS3 students in this study showed that 128 or 57.1% were males while the rest 96 or 42.9% of the JSS3 students were females.

4.3 Analysis of Research Questions

Responses used to answer the three research questions of the study were analyzed thus:

Research Question One (1): Is there any difference among Male and Female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria?

To answer this research question all the 36 items on survey of the potency of social studies education in curbing Examination Malpractice amongst JSS Students in Zaria Educational Zone, Nigeria as answered by both the Male and Female students respondents were tabulated indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 4.3.1 Opinions of Male and Female students

JSS2 & JSS3 Students	N	Mean	Std.dev
Male	205	93.5902	6.8203
Female	167	88.9222	8.8215

Source: Field Survey (May 2014)

The table above shows the mean of JSSII & JSSIII male and female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. Their calculated mean responses were 93.5902 and 88.9222 for male and female JSS 2 and JSS3 students respectively. This implies that male students had higher mean perceptions regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria than their female counterparts.

On the individual item mean perceptions, the level of opinion of male and female students according to the investigation, both male and female students were of the high

belief that examination malpractice discourages hard work among JSS2 and JSS3 students. This item attracted their highest mean response of 3.2756 and 3.5210 respectively. The details showed that a total of 176 (85.9%) of the males agreed while the rest 29 (14.1%) disagreed. The female students detail responses on this item showed that 151(90.4%) while the rest 16(9.6%) of the females disagreed with this view. In the same vein they were of the opinion that social studies education equips both the rural and urban JSS2 and JSS3 students with the necessary skills to be independent and self reliant during examinations. This item attracted the mean responses of 3.3756 and 3.1377 by male and female students respectively. Details of the male students showed that 191 (93.2%) agreed while the rest 14 (6.8%) disagreed. The female response on this item showed that 143 (85.6%) agreed while the rest 2414.4(%) of the female students disagreed with this item.

Research Question Two (2): Is there any difference among JSS2 and JSSIII students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria?

To answer this research question, all the 36 items as answered by both the male and female students of JSS2 & JSS3 respondents were tabulated indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 4.3.2 Opinions of JSS2 and JSSIII students

JSS2&3 Students	N	Mean	Std. Dev
Male	77	91.2727	6.25055
Female	71	89.9437	8.12032

Source: Field Survey(May 2014)

The table above revealed the views of JSS2 & JSS3 students on the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. They were of the strong opinion that examination malpractice discourages hard work among JSS2 and JSS3 students. On the individual item mean perceptions, the level of opinion of male and female students according to the investigation. This item attracted their highest mean response of 3.9091 by the male respondents with details showing that all the 86 (100.0%) of the male JSS2&3 were in agreement with this view while the item attracted the female JSS2&3 students highest mean response of 3.6620 with details showing that 63 (88.7%) were in agreement while the rest 8(21.3%) JSS2&3 females were in disagreement. In the same vein, they believed that examination malpractice kills JSS3 students reading ability. This attracted the male JSS2 students mean response of 3.8808 with details showing that they were all in agreement with this view while 55 (77.4%) of the female JSS2 were in agreement and the rest 16 (25.6%) were in disagreement with this view.

Research Question three (3): Is there any difference among Urban and Rural students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria?

To answer this research question, all the 36 items as answered by the Urban and Rural students were tabulated indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 4.3.3 Opinions of Urban and Rural students

Location of Students	N	Mean	Std. Dev
Urban	224	91.4286	8.13200
Rural	148	91.5946	8.10798

Source: Field Survey (May 2014)

The above table depicts the response of Urban and Rural students on the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. Both groups are of the opinion that examination malpractice discourages hard work among JSS2 and JSS3 students. Their calculated mean responses were 91.4286 and 91.5946 for Urban and Rural JSS2 and JSS3 students respectively. This indicates that the views of both urban and rural male students were high regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria than their female counterparts.

On the individual item mean perceptions, the level of opinion of Urban and Rural students regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria revealed that the urban mean response on this item was 3.4286 with details showing that 196 (87.5%) were in agreement while the rest 28 (12.5%) were in disagreement. The rural students view on this attracted a mean response of 3.4595 with details showing that 131(88.5%) of them were in agreement while the rest 17 representing 11.5% were in disagreement.

4.4 Testing Research Hypotheses

Hypothesis One: It was hypothesized that there is no significant difference among Male and Female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. The results of which are presented in table 4.3.1 below;

Table 4.4.1 Summary of t-test statistics among Male and Female students

Students	N	Mean	Std.dev	Df	t calculated	t-critical	Sig (p)	Decision
Male	205	93.5902	6.8203	370	5.754	1.96	0.000	H_{01} rejected
Female	167	88.9222	8.8215					

Source: Field Survey (May 2014) ***calculated t > 1.96, calculated p < 0.05***

The results in the above table shows that significant difference exist among male and female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. This is because the calculated *p* value of 0.000 is lower than the 0.05 alpha level of significance while the t-calculated value of 5.754 is greater than the t-critical value of 1.96, at df 370.

Consequently, the null hypothesis which states that there is no significant difference among Male and Female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria is hereby *rejected*

Hypothesis Two: There is no significant difference among JSS 2&3 students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. This hypothesis was tested using independent t-test statistics. The results obtained are presented in the table 4.3.2 below;

Table 4.4.2 Summary of t-test statistics among JSSII and JSSIII students

Students	N	Mean	Std.dev	Df	t calculated	t-critical	Sig (p)	Decision
Male	77	91.2727	6.25055	146	1.121	1.96	0.264	Ho1 Accepted
Female	71	89.9437	8.12032					

Source: Field Survey (May 2014) ***Calculated t < 1.96, calculated p > 0.05***

The findings in this study suggest that there was no significant difference existing among JSS2&3 students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. Reason being that the calculated *p* value of 0.264 is greater than the 0.05 alpha level of significance while the t-calculated value of 1.121 is lower than the t-critical value of 1.96, at df 146. This therefore, led to retention or acceptance of the null hypothesis which states that there is no significant difference among JSS2 & JSS3 students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.

Hypothesis three: There is no significant difference between Urban and Rural students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.

Table 4.4.3: Summary of t-test statistics among urban and rural students

Location of students	N	Mean	Std.dev	Df	t calculated	t-critical	Sig (p)	Decision
Urban	224	91.4286	8.13200	370	0.193	1.96	0.847	Ho1 Accepted and retainer
Rural	148	91.5946	8.10798					

Source: Field Survey (May 2014) ***Calculated t > 1.96, calculated p < 0.05***

The result in the above analysis reveals that there is no significant difference between Urban and Rural students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. This is because the calculated *p* value of 0.847 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.193 is lower than the t-critical value of 1.96, at df 370.

In view of the above analysis, the null hypothesis which states that there is no significant difference between Urban and Rural students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria is *accepted* and *retained.*

4.5 Discussion of Major Findings

From the results of the analyses made in the study, the findings revealed a number of implications such as:

Null hypothesis one was established and tested to find out the difference between Male and Female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. The analysis of data in table 4.3.1 showed that both male and female students were optimistic

that examination malpractice discourages hard work among JSS2 and JSS3 students. This item attracted their highest mean response of 3.2756 and 3.5210 respectively. This by implication means that inherent potentials are no longer valued by JSS students and no student is ready to work very hard to achieve results. It was discovered from the investigation that the calculated *p* value of 0.000 is lower than the 0.05 alpha level of significance while the t-calculated value of 5.754 is greater than the t-critical value of 1.96 at df 370, hence the Ho1was rejected. This agrees with Edukugho (2006) who asserted that junior secondary school students are no longer committed to their academic pursuit through legitimate means because they believe that they can always received assistance in the examinations.

Null hypothesis two was established and tested to find out whether there was significant difference among JSS2&3 students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. This hypothesis was tested using t-test statistics at 0.05 levels of significance. The findings indicated that JSS2&3 students believed totally that examination malpractice discourages hard work among JSS2 and JSS3 students. The result further revealed that the calculated *p* value of 0.264 is greater than the 0.05 alpha level of significance while the t-calculated value of 1.121 is lower than the t-critical value of 1.96 at df 146. This investigation showed that there was no any significant difference among JSS2&3 students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. This led to the acceptance and retention of the null hypothesis. This analysis affirmed Omooba (2008) opinion that attributed the prevalence of examination malpractice to students' unpreparedness which creates lack of confidence in their abilities to pass their examination and thereby result to cheating.

Hypothesis three was established and tested to find out whether there was significant difference between Urban and Rural students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. The analysis showed that there was no significant difference between Urban and Rural students in their views. This is because the calculated P value of 0.847 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.193 is lower than the t-critical value of 1.96, at df 370. However, the outcome of the investigation also revealed that both urban and rural groups are of the opinion that examination malpractice discourages hard work among JSS2 and JSS3 students. The urban mean response on this item was 3.4286 with details showing that 196 (87.5%) were in agreement while the rural students views on this attracted a mean response of 3.4595 with details showing that 131(88.5%) of them were in agreement. This study affirmed the assertion by Tijani (2005) who opined that examination malpractice discourages hard work and also promotes compromising of standards which invariably breeds half baked professionals.

4.6 Summary of Findings

This chapter dealt with the analysis and interpretation of data collected. The three null hypotheses established were analysed and tested using independent t-test statistical analyses. Hypothesis 1 was rejected because there was significant difference between the views of Male and Female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. While hypothesis 2&4 were accepted and retained because there was no any significant difference among JSS2&3 students and between Urban and Rural students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, contribution of the study to knowledge advancement, conclusions, and recommendations as well as offered suggestions for further studies in the related field based on the findings of the study.

5.2 Summary

The study was titled "Survey of The Potency of Social Studies Education in Curbing Examination Malpractice Amongst JSS Students in Zaria Educational Zone, Nigeria". The study was presented fewer than five main chapters which this section intends to summarize.

Chapter one introduced the study, and the general background of the study. The statements of objective were to assess JSS2 and JSS3 students' views on the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. Three research questions were stated and answered as well as three corresponding research hypotheses were formulated and tested. The significance and statement of problems were also discussed in this chapter. The study was limited to social studies JSS2 and JSS3 students in Zaria Educational Zone.

Chapter two presents the detailed literature reviews and the conceptual studies related to the study. The history, concept and the relevance and efficacy of social studies education in curbing examination malpractice was discussed extensively. The concept of examination malpractice, forms and causes of examination malpractice, incidences of examination malpractice and the effects of examination malpractice, among others were all discussed in this chapter.

Chapter three discussed the study's methodologies adopted. Descriptive survey design was used. A total of 379 Social studies junior secondary students were sampled as respondents for this study. A reliability statistics was carried out on the pilot study to determine the reliability of the instruments. The questionnaire instrument consisting of thirty six structured questions was used to solicit for data from the respondents.

Chapter four presented the detailed data analysis and interpretation of results. The research hypothesis showed that male students had higher mean perceptions regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria than their female counterparts. However, one hypothesis was rejected and two were accepted and retained. This was because of slide disparity in the views of the respondents regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.

Chapter five presented the entire five chapters in a summarized form, including contribution of this study to knowledge advancement and recommendations suggested from the findings of the study

5.3 Contribution of the Study to Knowledge Advancement

The alarming rate of examination malpractice in Nigeria calls for novel ways to redress the situation. Examination misconduct has some social dimensions which social studies professionals should address holistically. This study has in diverse ways contributed to knowledge advancement such as:

1. The study has exposed the extent to which JSS students are involved in examination malpractice
2. The study provides all stake holders with the desired knowledge to remedy examination malpractice in Nigerian junior secondary schools, other levels of secondary school and higher institutions
3. For all curriculum planners and implementers, this study serves as a guide on how they should re-focus the educational system in Nigeria for better out put
4. The study has revealed the need for government to consider the possibility of introducing social studies at all levels of our education
5. From the findings, students and the general public have been exposed to the ills and effects of examination malpractice as a threat to human and national development
6. The study has helped learners to discover the relevance of their potentials, how to be responsible and disciplined
7. The study has revealed the need for hard work among JSS students which will promote solid educational base for national development

5.4 Conclusion

Based on the findings from the study, the researcher drew the following conclusions:

1. Examination malpractice discourages hard work among JSS2 and JSS3 students
2. The values acquired through the teaching of social studies education could discourage the involvement of students from rural and urban areas in examination malpractices.
3. It is possible to use social studies education to reduce desperateness during examinations among JSS students,

5.5 Recommendations

The following recommendations are put forward based on the major findings of this study in order to ameliorate the incidence of examination malpractices among junior secondary school students.

1. Social studies curriculum should be reviewed by NERDC in consonance with the dynamics of the contemporary society to counter challenges of examination malpractices among JSS students.
2. Social studies teaching should focus on the re-orientation of the learners especially at the JSS level of Kaduna state in order to develop in them the spirit of hard work so as to correct this cankerworm among the students.
3. Guidance counsellors should be employed by the government and deployed to junior secondary schools to help students in self understanding and self management, in relation to how they can utilize their assets and manage their abilities, capabilities for optimal development so as to take care of examination malpractices among junior secondary school students.
4. Students and teachers of social studies in Kaduna state should be encouraged by the school authorities to attend seminars and workshops on how to enhance their virtues so as to reduce examination malpractice to the barest minimum degree especially through social studies teaching and learning process.
5. Only social studies teachers who are qualified, certificated, competent and of good moral standing need to be employed to teach social studies in Kaduna state. They should be dedicated teachers who would serve as role models in matters of self discipline, integrity and sound leadership styles in order to impart the desired knowledge that will bring about the desirable change needed among JSS students in relation to examination malpractice.

5.6 Recommendations for further studies

This study examined the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria. It could be extended to other levels of our secondary schools and higher institutions within the state and in other states of the federation.

REFERENCES

Adamu, .I. & Adamu, H. (2010). *The Menace of Examination Malpractice in Nigeria and the Way Forward.* Zaria: Journal of Educational Research and Development; 5(1)

Adaralegbe, A. (1980). The Nigerian Social Studies Programme: Retrospect and Prospect. Nigerian Education Research and Development (Ed) *Social Studies Teaching Issues and Problems*. Benin: Ethiopia Publishing Corporation.

Adekoge, B. (2010). A Survey of Examination Malpractice among Secondary School Students – Causes and Effects and Solutions. Retrieved on January 11, 2013 from http://www.grin.com

Adeyoyin, F. A. (1981). The Dynamics of Teaching Social Studies at tin-Grade II Teachers' College Level in Lagos State, Unpublished PhD thesis. University of Lagos.

Agbo, F.O. (2003). An Investigation into the Forces behind Examination Malpractice: A Challenge for Secondary School Education in the 21st Century. *Journal of the Curriculum Organisation of Nigeria.* 10(2) 344-347.

Aina, N. F., Adeyoyin, F. A., Obilo, E. E. & Ahmadu, U.S. (1982). *Social Studies; A Book On Methodology.* Ibadan: University Press Ltd.

Aina, N. F. (1982). Social Studies Curriculum: A Strategy for Effective Citizenship Education; Paper Presented at SOSAN Conference, Ilorin.

Akinlaye, F. A. (1980). "Meaning and Concept of Social Studies". NERC (Ed) *Social Studies Teachers Issues and Problems*. Benin-City: Ethiopia Publishing Corporation.

Akubue, F. N. (2008). Introduction to Social Studies Education and Nation Building: Fundamentals of Social Studies for Universities Education. University of Nigeria Virtual Library. Retrieved on July 3, 2013 from htt://www.unn.educ.ng

Alutu, A. N. G and Aluede, O. (2006). S*econdary School Student's Perception of Examination Malpractices and Ethics.* J. Hum. Ecol. 20(4), 295-300.

Aminu, J. (2006). "Examination Malpractice in Nigeria: Roots, Sustenance, Endemicity, Dangers and Assai lances" Keynote Address Delivered in a Two Day Summit on Examination Malpractice in Nigeria Organised by the House of Representative Committee on Education held at Shehu Yar'dua Centre, Abuja, August 15-16, 2006.

Awanbor, D. (2005)."Credentialing Process in the Nigerian Educational System" Keynote Address Presented at the First Annual Conference of the Faculty of Education, Ambrose Ali University, Ekpoma, November 10-12, 2005.

Barth, J. L. (1993). Definitions of Social Studies. USA: Retrieved on July 3, 2013 from www.ncss.org.

Bello, A. and Madaki, B. D. (2000). Malpractice in Public Examination: Perceived Causes, Consequences and Solutions. *Zaria Journal of Educational Studies,* 4 (1&2).

Chukwu, G. O. (1994). Exams Malpractice in Secondary Schools. Nigerian Voice: August 11.

Daily Independent, (2004). Principal Arrested for Impersonation at Examination Hall, 28 September.

Danjuma, A. M. & Muhammad, I. (2011). *Statistics in Educational Research.* Zaria: ABU Press Limited.

Danladi, E. N. (1999). *National Unity in Nigeria: Facts, Fallacies and Social Implications:* Lead Paper Presented At SOSAN annual national conference held at Abia State University, Uturu.

Denga, I. D. & Denga, H. M. (1998). *Educational Malpractice and Cultism in Nigeria*. Calaber: Rapid Educational Publishers Limited.

Dubey, D.L. et'tal (1980). *Social Studies Methods for Nigeria Teachers: Learning Activities*. Ibadan: University Press Ltd.

Edukugho, E. (2006). Issues that will Shape Educational System. Wednesday 2nd, Vanguard.

Ezeudu, S. A. (1996). Foundations of Social Studies: University of Nigeria Virtual Library. Retrieved on July 3, 2013 from htt://www.unn.educ.ng

Esu, A. E. O. (2004). Dimensions and Dangers of Examination Malpractice. Uyo. Unpublished Public Lecture of National Youth Fellowship Conference

Fagbuyi, L.A (2012, December 26). Panel Says Examination Malpractice Devalues Certificates.Vanguard.10 (8, 817). Pp. 4-6.

Farouk, K. H. (2009). Strategies for Dealing with Examination Malpractice. A Paper Presented at the 2nd National Conference.

Fasasi, Y.A. (2006). Quality Assurance: *A Practical Solution to Examination Malpractices in Nigeria.* International Journal of African and African American Studies. 5(2).

Fatai, K. (2005). Causes, Implications and Solutions to Examination Malpractices In Ilorin East Local Government Secondary Schools. Ilorin: An Unpublished B.Ed. Projects, Department of Arts and Social Science, University of Ilorin.

Faustinus, N. (2012). Examination Malpractice: Who is to blame? Retrieved on May 20 from nigeriafilms.com

Federal Republic of Nigeria (1999). *Examination Malpractice Act.* Lagos: Government Press.

Federal Republic of Nigeria (1998). *National Policy on Education (revised)*. Lagos: Federal Government Press.

Federal Republic of Nigeria (2004). *National Policy on Education (revised)*. Lagos: Federal Ministry of Education.

Federal Republic of Nigeria, (2007). *9- Year Basic Education Curriculum Social Studies for Upper Basic Education.* Abuja: NERDC publication.

Femiwole, R. O. (1995). Perspective of Students' Involvement in Examination. In O. A. Joseph (ed), Issues on Examination Malpractice in Nigeria (pp 160-163); Ekiti, Petoa Education Publishers.

Ibrahim, S. (2011). *An Investigation into Causes, Nature, Effects of Examination Malpractices and the Way Out:* A Case Study of Nuhu Bamalli Polytechnic, Zaria. Unpublished.

Ijaiya, .N.Y. S. (1998). Eradicating Examination Malpractices: a Macro- Theoretical Framework Option. *Nigerian Journal of Development Issues: Socio Political Economic Development, 2(2) pp. 72-85*

Ikupa, J.C.B. (1997). *Causes and Cure of Examination Malpractices*. The Business Administrator, 1(1), 38-39.

Ikura, T.D. (2004). Effect of Examination Malpractice on Academic Achievement of Secondary School Students in Vandikeiya L.G.A of Benue State: Unpublished.

Isyaku, I. (2012). Effects of Social Studies in Solving the Problems of Examination Malpractices in Junior Secondary Schools in Kano State: Unpublished.

Ivowi, U. M. O. (1997). Examination Malpractices: Profile, Causes, Warning Signs, Case Studies, Prevention and Detection Strategies in Onyechere, .I. *Promoting Examination Ethics: Challenges of a Collective Responsibility*, Lagos: Potomac Books.

Jekayinfa, A. A. (2013). *The Role of Social Studies in Implementing Federal System of Governance in Nigeria*. Ilorin: Retrieved from wikipedia.com on July 4, 2013.

Jimoh, B.O. (2009). Examination Malpractice in Secondary Schools in Nigeria: What sustains it? *European Journal of Educational Studies*, 1(30). Ozean Publication.

Kissock, C. (1981). *Curriculum Planning for Social Studies Teaching*. Chichester, John Wiley and Sons.

Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement.*

Ladan, A. A. (2003). Examination Malpractice: The Way Forward. *Zaria: Journal Of Educational Studies*, 5(1&2), 131-136.

Liman, M. T. (1996). *Promoting Examination Ethics.* Nigeria: An Examination Ethics Publication.

Maduka, C. (1993). *Examination Malpractice: Causes, Implications and Remedies.* Benin: Amik Press.

Maheswari, V. K. (2011). Malpractice in Examinations: The Termite Destroying the Educational Set Up; Philosophical Commentary on Issues of Today; November 24.

Makinde, M. A. (1979). *Integrated Social Studies: A Handbook of Social Studies For Teachers.* Oxford: Oxford University Press.

Mezieobi, K.A. (1993). *Social Studies Curriculum.* Owerri: Whyte & Whyte Publishers.

Michael, S.A. (2009). *Research Methodology for Higher Education.* Pennsylvania: University Press.

Ministry of Education (2006). Rules and Regulations Guiding the Conduct of Internal and External Examinations in Delta State of Nigeria.

National Council for Social Studies (1991). Report of the Task Force on Social Studies in the Middle School. Social Education. 55(5) 2887-293.

Nuraini, A. (2008). *Examination Malpractices: Causes Effects and Solutions.* Minna: Mariam Babangida Girls Science College. Retrieved on January 9, 2013 From Miking Studios.

Nwadiani, M. (2005). Curbing Examination Malpractice in the Nigerian Educational System. A Lead Paper Presented at the First Annual Conference of the Faculty of Education, Ambrose Ali University. Ekpoma, November 10-12.

Nwaramadi, A.T. (1999). Combating the Cause of Examination Malpractice in Nigeria: A Reality Therapy. *Journal of Education for National Development* (JENDIC), 3(1).

Obasohan, P.E. (1998). The Menace of Examination Malpractice in Nigerian Tertiary Institutions: Causes and Consequences and Control. *Journal of Problem Solving in Education*, 1(1), 23-27.

Offorma, G. C. (2006, February).Curriculum issues in the 21st century. Key note Address presented at the 2nd Annual Conference Curriculum Organisation, Calaber Chapter, Held in CRUTECH, Calabar

Ogri, (1998). Malpractice War in GCE Examinations. The Guardian, December 11th, pp. 40

Ojerinde, S. O. O. (2000). Different Dimensions of Cheating in University Examination. *Ife Journal of Educational Studies*, 7(1), 17-29.

Okam, C. C. (2002). Readings in Social Studies Curriculum in Nigeria. Jos: Deka Publications.

Okonkwo, M. E. (2000). Citizenship Education and Social Studies Education: The Problem of Producing Effective Citizens in Nigeria, Through Social Studies Education: Some of the Major Issues Involved and Prospects for Improvement and Advancement, Paper Presented at SOSAN Conference, Abeokuta.

Okorodudu, G.N. (2013). Peer Pressure and Socio-economic Status as Predictors of Student's Attitude to Examination Malpractice in Nigeria. *International Journal of Education*, 5(1).

Olatoye, R.A. (2004). Checking the Menace of Examination Malpractice: A Call For More Teaching and Learning in Schools. Retrieved on January 13, 2013from iiafrican.com

Olatunbosun, J.B. (2009). Examination Malpractice in Secondary Schools in Nigeria. What sustains it? Ekpoma: *European Journal of Educational Studies,* 1(3). Ozean Publication. Retrieved on February 16, 2013.

Olayiwola, A. O. (2010). *Procedures in Educational Research.* Kaduna: Hanijam Publications

Olorisade, G.O. (2003). I Nigerian Journal of Educational Studies and Research (NJESR), 1(20)

Ololobou, C.O. (1997). Imbalance in the Statement of JSS Performance Objectives: Implication for Social Studies Education in Nigeria: *Tambari Kano Journal of Education.*

Ololobou, C.O. (2010). *Methodological Approaches in Social Studies Education.* Kano: Jaleyemi Graphic & General Enterprises.

Ololobou, Y. P. S. (1989). Social Studies; the Search for a Definition. Nigeria. *Journal of Social Studies 1(1).*

Ololobou, Y. P. S, Jacobs, S. & Ndazhaga, J. (1999). *Dimension of Social Studies.* Panshin: Academic Trust Fund, Vol. 1.

Ololobou, Y. P. S. (2004). *Social Studies for Effective Citizenship.* Kano: Publishers; the Kano-Zaria Socials Studies Collective

Omooba, B. T. (2004). Historical Development of Social Studies. Zaria: Unpublished.

Omooba, B.T, Obi, G. E. and Olabode, J.A. (2008). Topical Issues on Contemporary Social Studies Education. Nigeria: Publishers; Kaura Namoda Educational Associates.

Shonekun, M.O. (1996). *Promoting the Ethics and Integrity of WAEC Examination Ethics.* Lagos: WAEC Publication.

Spiegel, M. (1992). *Synthesizing Evaluation Perspectives, Practices and Evidences, Proceedings of the American Evaluation Association*: 92 Extension Evaluations Topical Interest Group, Seattle WA, 27-37.

Stevens, .J. (1986). *Applied Multivariate Statistics for the Social Sciences*: Hillsdale: nj: eribaum.

Tijani, S. (2005). *Examination Malpractice: Its Meaning and Legal Implications to the Nigerian Students.* A Paper Presented At a Two Days Seminar for Examination Officers for Post Primary Schools in Kano state, November 28-29.

Udogie and Ivowi (1995). Examination Malpractice: Profile, Causes Warning Signs, Case Studies, Prevention and Detection Strategies. In .I. Onyechere (Ed) *Promoting Examination Ethics:* Potomac Publications.

Udoh, N.A. (2011). Remote Causes and Counselling Implications of Examination Malpractice in Nigeria. Uyo: *Students Pulse Academic Journal;* 13(10), 1-3.

Ugwu, C. (2012). *The Menace of Examination Malpractice*. Nigeria: University of Ibadan. Retrieved on March 20, 2013 from www.wikwipedia.com

Ukpepi, B.U.C & Ndifon, R. A. (2012). Factors that Influence Examination Malpractice and Academic Performance in Primary Science among Primary Six Pupils in Cross River State; *Journal of Education and Practice*, 3(9), 60. Retrieved on January 9, 2013 from www.iiste.org

Vanguard (2005). "Rising Exams Malpractices" Vanguard Comment, 12th October.

Weekend Pointer (2005) "Father Writes GCE Exam for Son", 6th August.

West African Examination Council: Statistics of Incidences of Examination Malpractices. Abuja: WAEC Publication.

Wikipedia (Modified 21 June, 2010). Peer Pressure

Yaroson, C.M. & et'al (2004). Tackling the Menace of Examination Malpractice in Nigeria.*Zaria Journal of Educational Studies,* 6 (1&2).

APPENDIX I

Department of Arts and Social Science Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.
11th April, 2014.

Dear Respondent,

LETTER OF INTRODUCTION

I am a student of the above institution carrying out research on Survey of the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.

Please, kindly express your views as honest as possible on the questionnaire items. The researcher guarantees that all information given will strictly be for the purpose of this study and shall be treated with utmost sincerity and confidentiality.

Please, your cooperation is highly appreciated.

Yours faithfully

SULE Adamu

APPENDIX II

Department of Arts and Social Science Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.
11th April, 2014.

SOCIAL STUDIES INSTRUMENT FOR EXAMINATION MALPRACTICE QUESTIONNAIRE (SSIEMQ)

Dear Respondent,

I am a student of the above institution carrying out research on Survey of the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.

Kindly express your views as honest as possible on the items stated below. The researcher guarantees that all information given will strictly be for the purpose of this study and shall be treated with utmost sincerity and confidentiality.

SECTION A: BIO-DATA

Instruction: please tick the appropriate box.

1. SEX: Male [ ] Female [ ]
2. CLASS : JSS2 [ ] JSS 3 [ ]
3. LOCATION : Rural [ ] Urban [ ]

SECTION B

Instruction: please state to what extent you agree with the following statement on the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria using the key below as your guide:
SA: Stands for strongly agree
A: stands for agree
DA: stands for disagree
SD: stands for strongly disagree

S/N	QUESTIONNAIRE ITEMS	SA	A	DA	SD
1	There is significant difference among male and female JSS students' regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.				
2	Poor teaching methods and incompetence of some social studies teachers is one of the factors causing male & female JSS students to cheat during examination				
3	Failure in the realisation of social studies objectives may be responsible for examination malpractice among JSS students				
4	Inadequate teaching of social studies at the JSS level aids examination malpractice among JSS students				
5	Parents and guardians are guilty of collaborating to aid and abate examination malpractice among JSS students				
6	Examination malpractice improves student's academic performance among male and female JSS students				
7	Desperation could make JSSII & JSSIII male students to participate in examination malpractice				
8	Examination malpractice discourages hard work among JSSII and JSSIII students				
9	Appropriate teaching methods adopted by social studies teachers is responsible for examination malpractice among JSSII & JSSIII students				
10	Examination malpractice helps JSSII & JSSIII students to develop good reading skills				
11	The prevalence of examination malpractice among JSS II & JSS III students tarnishes the reputation and image of the country				
12	Social studies education helps JSS II & JSS III students overcome the fear of failure during examinations				
13	Lack of confidence among female JSS II & JSS III students encourage them to participate in examination malpractice				
14	Social studies education quips JSSII & JSSIII students with the desired attitudes to cheat during examinations				
15	Social studies education is the best instrument in reducing examination malpractices among JSSII & JSSIII students				
16	Is possible to use social studies education to reduce desperation among JSSII & JSS III students during examinations				
17	Social studies education encourages male and female students to cheat during examination				
18	There is no any difference among JSS II & JSS III students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.				
19	Social studies education encourages JSS II & JSS III students to cheat more during examinations				

20	The knowledge of social studies is capable of promoting examination malpractice among JSS students				
21	Social studies education is capable of changing the manner in which exams are conducted JSS level				
22	Lack of full implementation of social studies syllabus contribute to examination malpractice among JSS II & JSSIII students				
23	Examination malpractice kills the zeal and motivation of JSS II&III students				
24	There is no significant difference among JSS students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.				
25	Good morals within the society also contribute to examination malpractice among JSS students				
26	Social studies education prepares JSS students to participate actively in examination malpractice				
27	Adequate teaching of social studies at JSS level also facilitates examination malpractice among JSS students				
28	Full implementation of social studies syllabus promotes examination malpractice among JSS students				
29	Examination malpractice kills JSS students reading ability				
30	Social studies education is the ideal instrument in reducing examination malpractice among JSS students				
31	There is no significant difference between rural and urban students in regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.				
32	Examination malpractice is more common with JSS students from the rural areas				
33	Social studies education equips both the rural and urban JSS students with the necessary skills to be independent and self reliant during examinations				
34	Social studies education exposes rural JSS students to examination malpractice				
35	Technology exposes JSS students from the urban areas more to examination malpractice				
36	The values acquired through the teaching of social studies education can discourage the involvement of JSS students from rural and urban areas in examination malpractice				

APPENDIX III

Response of Research Questions 1-3

S/NO	ITEMS	Sex of respondents	Response categories SA	A	DA	SD	Mean	Std. dev
1	There is significant difference between male and female students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.	Male	44	133	0	28	3.0780	.5889
		Female	56	64	31	16	2.9581	.9528
2	Poor teaching methods and incompetence of some social studies teachers is one of the factors causing male and female students to cheat during examinations	Male	85	78	35	7	3.1756	.8333
		Female	16	104	23	24	2.6707	.8391
3	Failure in the realization of social studies objectives may be responsible for examination malpractice among male and female students	Male	7	135	49	14	2.6585	.6571
		Female	24	96	31	16	2.7665	.8136
4	Inadequate teaching of social studies at the JSS level aids examination malpractice among JSS students	Male	78	63	49	15	2.9951	.9574
		Female	56	24	79	8	2.7665	.9752
5	Parents and guardians are guilty of collaborating to aid and abate examination malpractice among JSS students	Male	28	42	56	79	2.0927	1.0646
		Female	24	23	88	32	2.2335	.9245
6	Examination malpractice improves students academic performance among male and female students	Male	28	35	15	127	1.8244	1.1454
		Female	0	24	39	104	1.5210	.7350
7	Desperation could make JSS2 & JSS3 male students to participate in exam malpractice	Male	56	92	36	14	3.0293	.9283
		Female	32	103	24	8	2.9521	.7265
8	Examination malpractice discourages hard work among JSS2 & JSS3 students	Male	127	49	8	21	3.3756	.9652
		Female	119	32	0	16	3.5210	.9107
9	Appropriate teaching methods adopted by social studies teachers is	Male	22	28	63	92	1.9024	1.0050

	responsible for exam malpractice among JSS2 and JSS3 students	Female	8	40	32	87	1.8144	.9608
10	Examination malpractice helps JSS2 and JSS3 students to develop good reading skills	Male	22	15	28	140	1.6049	1.0170
		Female	0	0	16	151	1.0958	.2952
11	The relevance of examination malpractice among JSS2 and JSS3 students tarnishes the reputation and image of the country	Male	50	105	43	7	2.9659	.7693
		Female	56	63	16	32	2.8563	1.0884
12	Social studies education helps JSS2 and JSS3 students overcome the fear of failure during examination	Male	72	63	63	7	2.97569	.8935
		Female	87	64	8	8	3.3772	.7886
13	Lack of confidence among female JSS2 and JSS3 students encourage them to participate in examination malpractice	Male	56	93	35	21	2.8976	.9204
		Female	72	48	31	16	3.0539	1.0015
14	Social studies education equips JSS2 & JSS3 students with the desired attitudes to cheat during examinations	Male	21	7	113	64	1.9268	.8685
		Female	32	24	64	47	2.2455	1.0668
15	Social studies education is the best instrument in reducing examination malpractice among JSS2 and JSS3 students	Male	78	64	42	21	2.9707	.9995
		Female	55	96	8	8	3.1856	.7332
16	It is possible to use social studies education to reduce desperateness during exam among JSS2 and JSS3 students	Male	49	127	15	14	3.0293	.7664
		Female	79	48	4	0	3.2335	.8136
17	Social studies education encourages JSS2 and JSS3 students t cheat during examinations	Male	28	21	35	121	1.7854	1.0949
		Female	24	8	24	111	1.6707	1.0890
18	There is no any difference among JSS2 students views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria	Male	28	114	49	14	2.7610	.7710
		Female	55	72	16	24	2.9461	1.0015
19	Social studies education encourages JSS2&3 students to cheat more during examination	Male	7	28	56	114	1.6488	.8422
		Female	8	32	40	87	1.7665	.9245
20	The knowledge of social studies is capable of promoting examination malpractice among JSS2&3 students	Male	21	14	42	128	1.6488	.9919
		Female	32	8	56	71	2.0060	1.1166
21	Social studies education is capable of changing the manner in which	Male	28	121	42	14	2.7951	.7585
		Female	31	8		8	2.8503	.7732

	exams are conducted in JSS				40			
22	Lack of full implementation of social studies syllabus contribute to examination malpractice among JSS2 & 3 students	Male	50	91	0	64	2.9317	.7444
		Female	40	40	63	24	2.5749	1.0084
23	Examination malpractice kills the zeal and motivation of JSS2 & 3 students	Male	133	36	7	29	3.3317	1.0697
		Female	72	39	16	40	2.8563	1.2137
24	There is no significant difference between male and female JSS students' views regarding **the** potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria.	Male	57	113	0	35	3.1073	.6628
		Female	16	63	56	32	2.3772	.9025
25	Good morals within the society also contribute to examination malpractice among JSS2 &3 students	Male	42	21	50	92	2.0634	1.1719
		Female	16	0	48	103	1.5749	.9078
26	Social studies education prepares JSS students to participate actively in examination malpractices	Male	35	14	77	79	2.0244	1.0684
		Female	0	16	32	119	1.3832	.6561
27	Adequate teaching of social studies at JSS level also facilitates exam malpractice among JSS students	Male	14	28	99	64	1.9610	.8508
		Female	16	24	48	79	1.8623	.9934
28	Full implementation of social studies syllabus promotes examination malpractice among JSS students	Male	28	15	113	49	2.1073	.9225
		Female	24	8	56	79	1.8623	.0408
29	Examination malpractice kills JSS2&3 students reading ability	Male	163	28	0	14	3.7268	.5803
		Female	72	31	24	40	2.8084	1.2268
30	Social studies education is the ideal instrument in reducing examination malpractice among JSS2&3 students	Male	63	9s9	29	14	3.0293	.8512
		Female	64	55	16	32	2.9043	1.1152
31	There is no significant difference between rural and urban students' views regarding the potency of social studies education in curbing examination malpractice amongst JSS Students in Zaria Educational Zone, Nigeria .	Male	28	92	0	85	2.7220	.6901
		Female	24	71	64	8	2.6647	.7808
32	Examination malpractice is more common with JSS3 female students from the rural areas	Male	21	50	98	36	2.2732	.8708
		Female	8	39	88	32	2.1377	.7755
33	Social studies education equips both the rural and urban JSS students with the necessary skills to be independent and self reliant during examinations	Male	98	93	7	7	3.3756	.7142
		Female	55	88	16	8	3.1377	.7755

34	Social studies education exposes rural JSS students to examination malpractices	Male	22	22	98	3	2.0146	.9207
		Female	16	0	72	79	1.7186	.8841
35	Technology exposes JSS students from the urban areas more to examination malpractice	Male	63	50	63	29	2.7171	1.0515
		Female	24	47	24	72	2.1377	1.1296
36	The values acquired through the teaching of social studies education can discourage the involvement of JSS students from rural and urban areas in examination malpractice	Male	70	85	43	7	3.0634	.8289
		Female	88	0	71	8	3.4311	.7320

Source: SPSS version 17

APPENDIX IV

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. Source: Krejcie & Morgan (1970)
S is sample size.