IMPACT OF SOCIAL STUDIES EDUCATION IN THE ERADICATION OF EXAMINATION MAL-PRACTICE IN COLLEGES OF EDUCATION IN KADUNA STATE

BY

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B.ED SOCIAL STUDIES (A.B.U.2006)
M.ED/EDUC/00207/2008-2009

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

JULY, 2015

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE IN SOCIAL STUDIES EDUCATION

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

JULY, 2015

DECLARATION

I declare that this thesis entitled "Impact of social Studies Education in the Eradication of Examination Mal-practice among Students in Colleges of Education in Kaduna State" is my personal research work. It has never been presented anywhere either wholly or partially for the purpose of the award of a higher degree. All the quotations and sources of information are dully acknowledged by means of references in this work.

Mustapha Lukman _____ _____

Signature Date

CERTIFICATION

This thesis entitled “Impact of Social Studies Education in the Eradication of Examination Mal-Practice in Colleges of Education in Kaduna State, written by me has been read and approved as meeting the regulations governing the award of the degree of master in social studies, of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my parents, and the disadvantaged child and to all unwitting victims of Examination mal-practice.

ACKNOWLEDGEMENT

I wish to show my profound gratitude to Al-mighty Allah who in His infinite mercy enables me to complete this write up successfully (Haza'min Fadli Rabi). Also I am indebted in gratitude to Dr. M.C. Ubah, my first supervisor, whose relentless efforts in supervising this work enhance my completing the work. The role played by Dr Ibrahim D. Mayanchi my second supervisor can not be quantified, may Almighty Allah bless and reward you.

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The acknowledgement of my father and mother Alhaji Hussaini Mustapha and Hajiya Hamida Mustapha respectively can not be over emphasized for the significant role they played in my up-bringing, may Allah bless and reward them, my immeasurable thank goes to my mallam Alhaji Abdul Ganiyy Ola for your infinite Islamic knowledge and Islamic orientation from my youthfulness to the peak of my adult hood (Jazakallahu khairan).

Finally, my sincere thanks goes friends, brothers and sister all who in one way or the other assisted me in my educational pursuit. May Allah reward you abundantly, Amin.

ABSTRACT

The study investigated the "Impact of Social Studies Education in the Eradication of Examination Mal-Practice among Students in Colleges of Education in Kaduna State". The study developed three research questions from three objectives, as well as, three hypotheses, postulated for this study. The study population includes federal college of education Zaria and college of education Gidan Waya, Kaduna State. The population is made of 1,300 from college of education Zaria NCE II and III and 950 students from college of education Gidan Waya, Kaduna State. Samples of 490 respondents were selected from the two colleges of education, using Krujice and Morgan table. Relevant literature were quoted on examination mal-practice. The pilot study was conducted at federal college of education kano yielding 0.08 reliability. The descriptive statistics and inferential statistics were used for the analysis. Independents T-test at 0.05 level of significance, showed that there are no significant difference exist between male and female student, and no significant difference between college of Education Gidan Waya and Federal college of Education (F.C.E) Zaria. and between NCE II and NCE III on their view on the impact of social studies in the eradication of examination mal-practice in colleges of education, had no significance difference. It was recommended among other things that since examination mal-practice rank as one of the challenging of any educational institution and the society, all hands must be on deck including, students, teacher parent community. It was also suggested that student should be of high integrity and honesty.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Examination malpractice can be defined as all forms of cheating which directly or indirectly falsify the ability of the students, inside an examination hall, that involve him/her in any illegal examination related offences. It ranked as one of the most dangerous problems of any society (Onyechere, 1996). It makes nonsense of educational systems by undermining the very purpose of education. This is because, Education is seen as instruction or training by which students/young people learn to develop and use their mental, moral and physical powers for development. Examination mal-practice plants the seed of unethical values in the fertile minds of students. Giving this monster free reign amounts to supporting an enabling environment whereby future leaders, doctors, civil servants, bankers, politicians, accountants, journalist and professors are forged on the fraudulent foundation of examination mal-practice. (Onyechere, 1996). The growing menace of examination mal-practice in our schools is becoming worrisome and disturbing phenomenon day after day. The problem is not peculiar to a particular level of education rather it pervades all educational facets in Nigeria. Namely: Primary, secondary, tertiary or professional institution of learning (Olusola, 2010).

The derogative falling in our educational standard is becoming uncontrollable; the pollution of our education by both stakeholders and students is now pointing towards the wrong directions and our dependency on external technology result from our inability to purge out this menace.

Nigerians known with the emphasis on certificate orientation, this will gradually kills our technological development. Although, there are effective strands of social studies education programme, thus in it's skills, abilities objective, attitude and values orientation, and citizenship education we can stem examination mal-practices and misconducts. One of the broad objectives of Nigerian education, adopted by the 1969 National Curriculum Conference, is "The inculcation of right type of value and attitude for the survival of the individual and society; Against this background, the conference recognize the fact that Social Studies is one of the learning experiences through which the above objective can be achieved. In identifying the goals and objectives and examining the historical antecedents of Social Studies and proposing guidelines for the improvement of social learning. Obilo and Ahmadu (1982).

Furthermore, the national council for social studies (2010), opined that Social Studies is an integrated studies of the social science and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diversed, and democratic society in an interdependent world. In this way, students should be helped to construct a personal perspective that will enable them to explore emerging events that is persistent or recurring issues, considering their implication for self, family and the community. Social studies students need to learn to make choices after weighing their personal expectations, along with the pros, cons, responsibilities and consequences of those choices for themselves and others.

The committee of primary school Social Studies programme in Nigeria in NERC (1980) in Ololobou, Kadiri &,Celestine (2007) defined Social Studies as: Those common learning of man's interaction with its social and physical environment ….. it is not only a study but a way of life of how man influences and is influence by his physical, social, political, economic and cultural environment. Ololobou et'al (2007) define Social Studies as the study of man in his totality. It draws from a variety of sources to relate the individual to his social environment developing the right attitudes, values and abilities to help him grow to become a responsible citizen capable of performing his civic and national obligations. The new Lexicon Websters' Dictionary (2010) of the English Language define education as "Instruction or training by which people (generally young), learn to develop and use their mental, moral and physical powers" The three key words are mental, moral and physical powers. When you abandon the rigors of study and depend, instead on fraudulent method to pass examinations, you are not developing your mental powers. Adams & Amao (2010) "Examination defined as a formal test of somebody's knowledge, skills or ability in a particular subject especially by means of written questions or practical exercises. Examination mal-practice on the other hand constitutes an offence under the Act 33 of 1999 constitution. It bodies established by government to conduct examination in public schools at various levels, and to ensure the credibility of the results. This objective has necessitated the conduct of this research, which aims at establishing the Impact of Social Studies Education in

Eradication of the Examination Mal-practices in Collages of Education in Kaduna State.

1.2 Statement of the Problem

According to Olusola (2010), the growing menace of examination mal-practice in our school is becoming worrisome and disturbing phenomenon day after day the problem is not peculiar to a level of education, rather it pervades all educational facets in Nigeria, Primary, secondary, tertiary and other professional institutions of learning. Thus in this regard social studies education has the mandate of the inculcation of the right type of attitude and values towards effective citizenship, and National Consciousness. Exam malpractice has created menace in our higher institution of learning; it has caused low integrity and respect among academicians.

Among the various way of solving this menace is through social studies education being the only social subjects that teaches ethics, value, Norms and beliefs of standard approval which can be relied on, due to the high prevalence of examination mal-practice caused by over reliance on certificate, this could only be solved in collaboration with various stakeholders in education, government parastatals, NGOs (Non-Governmental Organizations), and parents. The issue has grown into different level of momentum which only a concerted effort can reduce as widely reported by Onyechere (1996) and Olushola (2010).

From the researcher's years of teaching experience as social studies part time lecturer in college of Education Zaria, it is an open fact that nothing poses a great threat to all educational problems in Nigeria than the issue of examination

mal-practice in our schools. It is on this note, that the researcher felt it necessary to investigate "the Impact of Social Studies Education Programme in the Eradication of Examination Mal-Practice among Students in Colleges of Education in Kaduna State".

1.3 Objective of the Study

The general objective of this study is to evaluate the impact of social studies education program in eradication of exam malpractices among students of Colleges of Education in Kaduna State. The specific objectives are:

1. To determine the impact of social studies education curriculum component in eradication of exam malpractices among students of Colleges of Education in Kaduna State as viewed by NCE II and NCE III students.
2. To ascertain the impact of social studies education in eradication of examination malpractices in Colleges of Education in Kaduna State as viewed by FCE Zaria and COE Gidan Waya students.
3. To assess the impact of social studies education in eradication of examination malpractices in Colleges of Education in Kaduna State as viewed by Male and Female students.

1.4 Research Questions

The following research questions were posed by the researcher

1. To what extent does the impact of social studies education objectives in eradication of examination malpractices in Colleges of Education in Kaduna?

2. What are the impacts of social studies education contents in eradication of examination malpractices in Colleges of Education in Kaduna State?

3. What is the impact of social studies education methods in eradication of examination malpractices in Colleges of Education in Kaduna State?

1.4 Research Hypotheses

The following null hypotheses were tested;

1) There is no significant difference in the impact of social studies education in eradication of examination malpractices in Colleges of Education in Kaduna State as viewed by NCE II and NCE III students.

2) There is no significant difference in the impact of social studies education in eradication of examination malpractices in Colleges of Education in Kaduna State as viewed by FCE Zaria and COE Gidan Waya students.

3) There is no significant difference in the impact of social studies education in eradication of examination malpractices in Colleges of Education in Kaduna State as viewed by Male and Female students.

1.6 Significance of the Study

Students in College of education of learning, stakeholders will find the research work of great significance, in re-directing, readdressing and re-orientating our students for better values system, thereby ensuring education by quality and promoting the very purpose of education, that is geared towards societal development, thereby promoting accepting ideals, ethics and values among our students. Inline with the National Policy on education that sees

education in Nigeria as an instrument “Par Excellent” for effective national development.

The NCE II and NCE III students will find it significant due to the facts that the study ensures education by quality which is geared towards nation building and national development. The study is also significant not only to male and female student but to all students of colleges of education in Kaduna state. And Nigeria in general, and to ensure society free from examination vices through social values, and social studies education, there by complementing the effort from all stakeholders in Education, federal Parastastal, NGOs, and Parents. And to renew the faith in College of Education as places where basic ethical values are communicated and plant the seeds of ethical values in the fertile mind of students as important ingredients for enduring political, social and economic progress.

1.7 Scope of the Study

The study covers all colleges of education in Kaduna State. Federal College of Education (F.C.E) Zaria, Kaduna State College of Education Gidan Waya. (COEGW); these colleges are assumed to have student as victims of examination mal-practice. The study is delimited to the Impact of Social studies education in eradication of Examination Mal-Practices in College of education in Kaduna state.

1.8 Operational Definition of terms and abbreviations

Impact: A significant or strong influence, to effect, the effect or impression of one thing on the other; the ability of making a strong, immediate impression.

Social Studies: It is an electic instillation of knowledge from all field of learning to promote civic competence as a wholistic approach to the existing societal problems.

Education: Art of imparting knowledge, skills, and judgment. It is any act of experience that has formative effects in attitude and behaviour of the individual(s).

Eradication: Stemming down; reducing the prevalence of a given problems, total removal.

Examination: The formal and standard test of student understanding and ability.

Malpractice: improper or unethical conduct during an examination, unacceptable behaviours.

Colleges of Education: An institution higher education mostly teaching under graduate courses and students.

FCEZ: Federal College of Education Zaria.

COEGW: College of Education Gidan Waya.

Derogative: lessen in value of someone or some thing, or belittling in quality and standard.

Menace: A perceived threat or danger, act of threatening, annoying, situation and or bothersome person

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The chapter look into critically review of related literatures, on examination mal-practice. Under the following headings.

- ✓ Theoretical frame work
- ✓ Rationale for social studies education
- ✓ Definition of social studies
- ✓ Nigeria higher institution
- ✓ Over-view of examination mal-practice
- ✓ Types and forms of examination mal-practice
- ✓ Social studies methods, programme and instructions
- ✓ Review of related empirical studies

2.1 Conceptual Framework

A test or an examination (or "exam") is an assessment intended to measure test-taker's knowledge, skills, aptitude, physical fitness or classification in many other topics (e.g. beliefs). A test may be administered orally, on paper, on a computer, or in a unified area that requires a test taker to physically perform a set of skills. Tests vary in style, rigor and requirements. For example, in a closed book test, a test taker is often required to rely upon memory to respond to specific items where as in an open book test, a test taker may use one or more supplementary tools such as a reference book or calculator when responding to an item. A test may be administered formally or informally. An example of an

informal test would be reading test administered by a parent to a child. An example of a formal test would be a final examination administered by a psychologist in a clinic or (Educationist in school). Formal testing often results in a grade or a test score. A test score may be interpreted with regard to a norm or criterion, or occasionally both the norm may be established independently or by statistical analysis of a large number of participants. (Bosoco 2008).

A standardized test is any test that is administered and scored in a consistent, manner to ensure legal defensibility. Standardized test are often used in education, professional certification, psychology, military and many other field. A non standardized test is usually flexible in scope and format; Variable in difficulty and significance. Since these tests are usually developed by individual instructors, the format and difficulty of these tests may not be widely adopted or used by other instructor or institutions. Any test with important consequences for the individual test taker is referred to as high –stakes test. An exam/test may be developed and administered by an instructor, a clinician, a governing body or a test provider in some instances may not be directly responsible for its administration. (Bosoco 2008).

Ancient China was the first country in the world that implemented a nationwide standardized test which was called the imperial examination. The main purpose of this examination was to select for able candidates for specific governmental positions. The imperial examination was established by the Sui-dynasty at 605 AD and was later abolished by the Qing Dynasty, 1300 years later at 1905. England had adopted the examination system in 1806 to select for

specific candidates for positions in her Majesty's Civil Service" this examination system was later applied to education and it started to influence other parts of the world as it became a prominent standard.

The manifestation of examination mal-practice in Nigeria was not a new phenomenon, as well as indeed in any part of the world. The first examination mal-practice in Nigeria was reported in 1914, when there was a leakage of question paper into the Senior Cambridge Local Examination, other trace the origin of examination mal-practice to the wave of cancellation of examination in candidate paper in 1948 Nigeria's candidate paper in 1948, and during the 1940 matriculation examination, at the then "Yaba" in 1948, Nigeria Technical (Soyele 1991). The most pronounced mal-practice in Nigeria was that of 1964 that was tagged "expo". Subsequently, there were cases of exam mal-practice in 1970, 1973, 1974, 1979, 1981, 1988 and 1991 respectively. Since 1991 to date examination has taken advance and more sophisticated dimensions, record are been emerged yearly indicating high or low percentage in examination mal-practice into National Core examination (External) West African Examination Council and JAMB (Daily Time 2005).

To expatiate this manifestation, Salim (2002) JAMB Registrar said (Ajibola 2010). "thirty out of one hundred and sixty-six examination town were involved in cheating and mal-practice while forty-five thousand, four hundred and fourty eight candidates seeking university admission had their result cancelled in year 2002 because examination mal-practice"

Referring to examination fraud in the country the Nigerian President Chief Olusegun Obasanjo said (in Ajibola 2010:12).

> *"Student in the country perceived education as a means of getting a meal ticket and getting a job. The President further argued that the perception or the orientation must change obviously so that students would appreciate the intrinsic value of education which is the total development of the individual to be able to make meaningful contributions to the family, community and country at large.*

Manifestation of Examination Mal-practice in Nigeria

Examination mal-practice is not a new phenomenon in Nigeria, as well as indeed in any part of the world. The first examination mal-practice in Nigeria was reported in 1914, when there was a leakage of question paper into the senior Cambridge Local Examination, others trace the origin of examination mal-practices to the wave of cancellation of Nigeria candidate paper in 1948; the most pronounce mal-practice in Nigeria was that of 1964 that was tagged "Expo" (Oladope 1997) (in Olushola 2010).

Furthermore, the development of Social Studies in Nigeria as a programme of study did not develop with the establishment of schooling in Nigeria. But the founding fathers of education were concerned with the development of a whole man through education. Social Studies education was patronized through Religious Education. The desired objectives of this religion centered innovation were a God fearing, moral, industrious individual; Aina (1982) thus, the objectives of Social Studies are:

- The development of specific fundamentals such as the attitude, values and norms of the society.

- The promotion of effective and active citizen
- The promotion of understanding of social problems of their locality and findings possible solution to them.
- The creation of awareness in the learners about their surroundings.
- The ability to relate favourably to the product and people of the nation.
- Helping the learners to develop the right attitudes towards the leaders of the government.
- The creation of an understanding of their role during elections, especially on how to discharge their duties efficiently.
- The development of the ability to think reflectively and come to independent conclusion.
- The demonstration of flexibility and willingness to accept necessary changes within a system i.e. education, government or law for the good of all.

2.2 Rationale For Social Studies Education Programme

The rationale for Social Studies, Udoh (1989:12) opined that serious political, national, economic and social needs called for the provision of Social Studies education to the citizens of Nigeria. Its rapid growth and acceptance are therefore a clear index of such a desire on the part of all those concerned.

According to Uba (2010) in Kissock 1981 Social Studies Education has come to be seen as a tool for national development. It is also used as a partial solution for social problems in many countries in the world. In West Germany, it was initiated after the World War II as a means of developing a new political order. In British Social Studies is used to legitimize the teaching of Social

Science particularly Sociology; while preparing students for their role in the society. In African nations Social Studies is being used to improve the self image of people in the society after a colonial heritage (Sierra Leon); to learn ways to improve the economy after military rule (Ghana); to transform the political culture (Ethiopia); and to inculcate the concept of nationalism, unity and inter-dependence among citizenry of new nations with diverse population (Nigeria); It is used to build a foundation for a democratic society (Japan); and to foster individual and national development (Thailand or in Canada and United State. Social Studies continue its primary function of preparing students for effective citizenship in a democratic society (Kissock 1981) in (Uba 2010).

According to Udo (1989) in Ololobou (2007) though, Social Studies has become so overwhelming accepted into the Nigerian Education System, its history is yet to be researched into and fully documented. However, even if the development of Social Studies is fully documented, its facts, events and approach to man's needs and problem cannot be over emphasized; It was, it has been and it is a solution to man's problem, socially, economically, politically and educationally respectively. Social Studies as a defined area of study did not develop with the establishment of schooling in Nigeria. But the founding fathers of education were concerned with the development of a whole man through education. Social Studies Education was patronized through religious education. A code of conduct was drawn up for both teachers and pupils. The desired objective of this religion centered innovation was a God Fearing, moral, industrious, individual. Aina, Adedoyin, Obilo & Ahmadu (1982), view Social

Studies functions came to be performed through some formal teaching of good behaviour, manner and morals as school subject. The contents of this manner – morals curriculum was largely the grace of well mannered, morally "good" persons. The desired outcome was a gentle God fearing individual who could hold up his head in public.

By 1900, a major innovation was beginning to appear. The teaching of Geography and History as a way of guiding learners towards an understanding of the physical environment of the colonial master emerged. Through this innovation, education became an instrument of imperialism. Book specially written to meet his objectives were produced. The desired outcome of this, History-Geography centered curriculum was a loyal and obedient British subject, well "domesticated" for the ends of his colonial master.

The modern history Social Studies in Nigeria has its roots in the ripples of curriculum innovation which began in Europe in the early 1930's with the rise of totalitarianism regime in Europe in the 1930s many educator felt the need to introduce the teaching of democratic values as a matter of policy. Spear heading this movement was the Association for Education in world Citizenship (AEWC). Its publication Education for World Citizenship in secondary schools, 1935, advocated the teaching of Political Science and Economics in secondary schools this was very innovative for that time.

The war crisis of 1939 – 1945 was responsible for the apparent inactivity during this period. But the post – war period witnessed a spate of activities. The idealism of this period and a determination to create a better society through

education caused many to turn to the school curriculum as a mean of bringing that society into being. A number of very important publications appeared some under private and others under government auspices, the publication included:

1. The content of Education, prepared by the Council of Curriculum Reform, an off-shoot of AEWC advocated the teaching of Social Studies through a common, "Core" curriculum as a prelude to the teaching of single subjects like Geography, History, etc.
2. School and life, 1947, a report by the Central Advisory Council for Education, took the item that History and Geography, if appropriately modified, could provide a moral code suitable to a modern society.
3. Education for citizenship; Ministry of Education pamphlet No. 16, expressed the view that more than a lesson per week in civic was necessary to produce good citizens. This was the literary milieu in which the spirit of the new Social Studies spread to Nigeria, This technological advancement between the United State and Russia in space mastery is a major factor for innovative Educational Curriculum.

It was an extension of this general awakening in curriculum reforms that led to the introduction of Social Studies at an advance teacher training College of the former Western Region (Ohio Project) in the late 1950s. The experiment had a carryover effect into Aiyetoro Comprehensive High School where the First Association of Social Studies Masters was formed early in the 1960s under the auspices of the former Western State Ministry of Education and the American Agency for International Developments of this team was the publication of the

first Social Studies textbook for use in the lower form of secondary schools. By 1968 the book received the acceptance of Nigerian Educators at a critique Conference held at the University of Lagos, sponsored by the Comparative Education Study and Adaptation Centres (CESAC).

In 1969, two important events which affected the development of Social Studies took place. Firstly, in January 1969, the Social Studies Association of Nigeria (SOSAN) was launched at the cooperative College, Ibadan, its objectives, among others were:

1. to promote the development of new curricular in Social Studies.
2. to act as a clearing house of ideas on Social Studies.
3. to encourage the teaching of Social Studies in Nigeria school etc.

Secondly, in the mid 1969, a special conference on curriculum development was held at the University of Lagos to examine the issue of ideology, purpose, objective etc. of Nigerian education. This Conference gave birth to the Nigerian Educational Research Council (NERC) which has since been functioning as an arm of the Federal Ministry of Education immediately after its formation. NERC went into action on the development of new curricular for Nigeria schools. (Obilo, 1982).

Along these objectives, it organized a series of workshops:

1. The Nigeria Primary School Curriculum Workshop, 1971
2. The Nigeria Teacher Education Curriculum Workshop, 1972
3. The Nigeria Secondary Education Curriculum Workshop, 1973

As a result of these series of workshops new curricular in Social Studies for Primary, Secondary and Teacher Education programmes were developed. Social Studies contribute to the development of two basic skills essential to the healthy growth of individual in totality and ideal democracy.

1. Thinking
2. Decision making

To substantiate the above facts, the following were advance as reasons for teaching of Social Studies by Associate ship Certificate in Education series (1982, 85, 88, 89).

i. To create an awareness and an understanding of our evolving Social and physical environment as a whole in it natural man-made, cultural and spiritual resources together with the rational use and conservation of these resources for National development.

ii. To develop the student positive attitudes of togetherness, comradeship and corporative towards healthy nation; the inculcation of appropriate values of honesty, integrity, hard work, fairness and justice at work and play as one's contribution to the development of the nation.

Thus, National Council for the Social Studies 2010 (NCSS) in curriculum stand for social studies has long supported Civic Competence as the goal of Social Studies, recognizing the importance of educating students who are committed to the ideas and values of our democratic republic and who are able to use knowledge about their community, nation, and world along with skill of data collection and analysis, collaboration decision making and problem solving.

Students who have this commitments, knowledge and skill will be the most capable of shaping our future and sustaining and improving our democracy and student need to learn that the existence of cultural and philosophical difference are not "problem" to be solved, rather they are healthy and desirable qualities of democratic community life.

Personal, academic pluralist, and global perspectives all development within the framework of civic responsibility that is hallmark of democratic national culture committed to individual liberty and the common good. These inter-related perspectives will be developed in a Social Studies Curriculum designed to enable students use knowledge in a following ways; to conceptualized contexts of issue or phenomena; to consider causality, to inquire about validity of explanation; and to create new explanation; and to create explanation and models for grappling with persistent and/or recurring issues across time space and culture. (Curriculum Strands for SOS 2010).

2.3 **Definition of Social Studies**

Series of definitions have been given to what Social Studies is; Social Studies is the study of man, as he interacts with his different environments. These environment could be physical, social, political, economic or cultural environment to mention a few; It is the study of how man influences his environment with a view to getting maximum benefits from it and the influence of environment in return (Fadeiye & Oladele, 2005).

According to Awe (1976) in Fadeiye, 2005) defines Social Studies as a problem solving discipline. She declared

> *……Social Studies as a discipline if properly programmed and effectively taught should help to solve social problems that are facing developing countries like ours (Nigeria). Where the old norms are fast losing their grips and no effective substitute to replace them.*

NERC (1980) defined Social Studies as "a way of seeing, viewing and approaching things with special regard to their proper place and functions in the ordering and management of man's total natural, social and technological environment".

Comparative Education Study and Adaptation Centre (CESAC 1979) defined Social Studies as a relationship between man and his physical environment as well as his relationship between science and technology. (Fadeiye, 2005: 4-)

Kissock (1981:2) Conceptualised Social Studies as:

> "*A programme of study which the society uses to instill 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 et'al (1982) Social Studies is the study of man in his totality. It draw from a variety of sources to relate the individual to his social environment developing the right attitudes, values and ability to help him grow to become a responsible citizen, capable of performing the civic and national obligations.

Ololobou (1989) defined Social Studies as:

> "*An organized integrated study of man and his environment both physical and social emphasizing on cognition, functional skills and desirable attitudes and action for the purpose of producing an effective citizenry".*

African Social and environmental studies programme (ASESP, 1994) presented Social Studies as:

> *"The integration of Social Science and humanities concepts for the purpose of promoting and practicing effective problem solving/decision making citizenship skills on Social, political and economic issues and problems".*

Mezieobi (1999) in (Orakwue 2000) He adopted the following definition by some scholars; Udoh (1984:22) defined Social Studies as "The Study of man and the outcome of his relationship and interaction with his environments".

Mombasa Conference 1968 defined Social Studies as "the learning of man and his interactions with his environments".

Ibadan National Curriculum Workshop (1971) defined Social Studies as "The study of man and his interactions with his social and physical environments". Authorities in Gambia, Uganda and Zambia (1973) defined it as "the study of man, the way he behaves and organizes in groups, his relationship to his physical and social environments and his interactions with them, in the past, present and mere future". Ogunsanya, (1992) Explained Social Studies as an integrated programmes of studies in which we learn about how man influences and is influenced by his immediate and remote environments. It is a way of life and its adopts as a major strategy of teaching and learning the systems approach to the solutions of the problems of man and his environments.

Orakwue, (1991) noted that Social Studies is the study of man in his unending interactions with his environments, as he attempts to make them a better place.

2.4 Nigeria Higher Institution. Prospects and in Re-trospects

The Primary Goal of the Nigerian Educational System is to provide functional educational system for the nation so that the product of the educational system can be employable or self employed. Nigerian Education, as in other countries, is one with sub-system reflected in a number of tiers – pre-primary, primary, secondary and tertiary. The Nigerian education system is faced with intractable problems at each of these tiers, such as notable poor academic performance and examination misconduct.

Researchers such as Ibidapo & Obe (2007); have written on the prevalent falling standard of Nigerian education and no tier is exempted. Ibidapo & Obe observed the functional relationship between the education sub-system, such that a fault or defect in one affects others. Poor academic performance at various level of education can be traced to the various component of the programme, such as goals and objectives, selection and organization of learning experiences, resources and feedback strategies, as well as the human agents, involved, that is, the learners and the teacher. (Ajibade, Oleyede, Adeleke & Awopetu, 2010).

Higher Institutions of learning occupy a pivotal position in every society: - UNESCO (1998) explained that higher institutions of learning has role models, of innovation and change at large, are expected to play a critical role in promoting sustainable economic, social and cultural development. This implies that higher institutions of learning are at the fore-front of contributing positively and powerfully to the society. According to the Institutional Management in Higher Education (IMHE, 2009); in Ajibade 2010 Higher Education is becoming a major

drive of economic competitiveness in an increasingly knowledge driven global economy. Unfortunately in Nigeria, higher educational institutions are ill-equipped to play the role expected. Ibidapo; Obe (2007); remarked that there is relatively poor preparation of students prior to their admission into the university, college, or polytechnic. If poorly prepared students get admitted into the university by a stroke of luck or due to lapses in the nation's examination system, the university has much more work to do to be able to fulfill the expected role. Coupled with the problem of poorly prepared students is the lack of human, physical, material and financial resources contribute to the bane of effective teaching and learning in Nigerian Universities. (Ajibade. et'al)

2.5 The Purpose of Higher Institution

The word "University" is derived from the Latin "University as Magistrorum et a scholarium" which is roughly interpreted as Community of teachers and scholars". The university is a place of scholarship; an institution of higher education and research, which grants academic degrees in a varieties of subjects. A university provide both under-graduate and post-graduate education. (Ajibade, 2010).

Bourner and Flowers (1999); while presenting six learning aims of contemporary higher education, highlight the relationship between a lack of knowledge or understanding of aims of education and poor university education. According to them learning aim of higher education are to:

1. disseminate knowledge
2. develop the capability to use ideas and information

3. develop the students' ideas to test ideas and evidence
4. develop the students idea to generate ideas and evidence
5. facilitate the personal development student of and
6. develop the capacity of student to plan and manage their own learning.

Nigeria National Policy on Education (2008, section 8 No 59); identify the following seven goals of universities, Colleges of Education, Polytechnics and Monotechnics.

1. Contribute to national development through high level relevant manpower training;
2. Develop and inculcate proper values for the survival of the individual and society.
3. Develop the intellectual capability of individual to understand and appreciate their local and external environments.
4. Acquire both physical and intellectual skills which will enable individuals to be self-reliance and useful members of the society.
5. Promote and encourage scholarship and community service;
6. Forge and cement national unity; and
7. Promote national and international understanding and interaction.

Higher Institution education from both a local and global perspective is not a consumer education but productive in nature. The type of teaching embrace by teacher in higher institutions will determine the realization and non-realization of these aims. It is note worthy that lecturers thinking and beliefs are believed to have an effect on the teaching methods they used. According to Postareff,

Lindblom, Yianne and Neugi (2007), teachers' approaches to teaching are influenced by their conception of teaching. Teacher who sees teaching as transmitting knowledge are believe to more likely use a teacher-centered approach to teaching while those who sees teaching as facilitative are more likely to use a students-centered approach.

- The development o specific fundamentals such as the attitude, values and norms of the society.
- The promotion of effective and active citizen
- The promotion of understanding of social problems of their locality and findings possible solution to them.
- The creation of awareness in the learners about their surroundings.
- The ability to relate favourable to the product and people of the nation.
- Helping the learners to develop the right attitudes towards the leaders of the government.
- The creation of an understanding of their role during elections, especially on how to discharge their duties efficiently.
- The development of the ability to think reflectively and come to independent conclusion.
- The demonstration of flexibility and willingness to accept necessary changes within a system i.e. education, government or law for the good of all.

2.6 **Meaning of Examination Mal-Practice**

According to Adekate (1973) various scholars have given different definition of exam mal practice, for instance, Examination are instruments use for

assessment of individual skills and knowledge, contents both in general and specific area of studies and over all academic achievement. Arifiyan (2004) Examination in broad perspective is an instrument for testing, assessing, evaluation and accreditation. Alutu (2005) in Worogidefa (2008); in Ajibola 2010 defined examination mal-practice as involving a deliberate acts of wrong doing. Contrary to official examination rules, and is designed to place a candidate at unfair advantage.

Ahmed cited in Arifiyan (2004) in Ogidefa 2008), refers to examination mal-practice as an act of wrong doing or neglects that contravenes the rules of acceptable practices before, during and after the examination, by any body or in any way which is tantamount to mal-practice, such act could be carried out by the candidate students, examination officials, examiners, lecturers/teachers, invigilators, supervisors, typist, secretary, security personnel, head of institution and so on.

According to Salami (1998) in Amaoo & Adams (2010) view mal-practice in examination as illegal or unethical behaviour by somebody. It mean an act is regarded as a mal-practice when some of the examination rules are flouted for one reasons or the other.

"Examination mal-practice is any action done or committed which make it impossible to use an examination in determining the level of competence of a candidate in absorbing, reproducing; and when appropriate applying knowledge (Afigbo & Dike in Ike Oyechere 1996) from psychological view said

examination mal-practice is all forms of cheating which directly and indirectly falsify the ability of the students and for performance.

2.7 Overview of Examination Mal-Practice

The derogative falling of our in standard of our educational standard is becoming uncontrollable, the pollution of our education by both stakeholders and students is now pointing towards the wrong direction. Our dependencies on external technology result from our inability to purge out this menace. Nigerians known with emphasis on certificate orientation (that is, presentation of certificate for job or employment) is gradually killing our technological development. The certificate qualification orientation; unknowingly embeded in us (our nation), lead to many acquiring "same" (Certificate) by all means, positively or negatively. All forms of misconduct and mal-practices had and are still been introduced to achieved this eccentric menace. Our mind which is part of that; that control our thought and action are channel towards the easiest way out of achieving this eccentric "goals". The development of our intellectual capacity are derail due to the fact that stakeholders (Government, Administrators, Teachers and Students' Parents) are primarily focusing on the end result of our education Olushola (2011). Of all educational problems in Nigeria, none poses a great threat than the issue of examination mal-practice in schools. Also of public and stakeholders concern is the problem of how to effect improvement in the student's performance so that the learning institutions and the public at large may not be saddled with the problem of half and ill-baked educated graduates both at the post secondary and tertiary institutions of learning.

Undoubtedly, standard of performance at examination have declined considerably within the past ten years or there about. So also we have every sectors of the societal development in the country. The most disturbing aspect of it all is the participation or involvement of school administrators. The Nigerian President stated in Ozuma (2005); that by 2010. If educationalist and stakeholders do not pay adequate attention on the re-orientation and re-channeling of the youth at the post primary school to a more acceptable and drastic reduction in examination mal-practices; (Olushola, 2010). Then the menace will be more pronounced, thus Examination mal-practice ranks as one of the most dangerous problems of any society. It makes nonsense of educational systems by undermining the very purpose of education. Parlor instruction, inspite instruction or training by which young people develop and learn to use their mental, moral and physical powers. Examination mal-practice plants the seeds of unethical values in the fertile minds of students. This has serious social-political and economic consequences not just for a country but for the world at large.

2.7.1 Types and Forms of Examination Mal-Practice

The West African Examination Council article on how to pass in examination (2005) listed as follows: types of examination mal-practices.

1. Candidate bringing book or cribs into the examination hall;
2. Insulting or Assaulting any Supervisor or Invigilator
3. Replacing their answer scripts with another one during or after the examination.
4. Swooping of script in an examination hall

5. Impersonation (Olushola 2011).

Oyechere (1996); further stated the following types of examination mal-practices the or thirty three faces of monsters:

1. Bringing foreign materials into examination hall. Shonekan, in (Oyechere 1996) Head of Nigeria National Office of the West African Examination Council in her paper at the Ota Conference Identified foreign materials brought into examination halls as "cribs" text books" pages of text books, question paper of previous examination and blank piece of paper exhibits such as handkerchiefs, shirts, waist slips, and currency (Naira) notes with copious notes, and photocopies of prepared answers have also been collected. Candidates have been also caught with note on palms and thighs.
2. Collusion between candidates: - Candidate arrange among themselves to assist each other, copy from one another or exchange information in the examination hall.
3. Collusion between candidate and officials
4. Impersonation: - Some candidate register for the examinations, while impersonators write the paper for them. This is one of the biggest examination mal-practice racket.
5. Assault and intimidation: - David Ongum Secretary of Uganda National Examination Board is credited as saying that "fighting examination mal-practice in Uganda is just like fighting a real war and the enemies embedded in the midst of the population". Mr. Tunde Adeniran, (the

Director of Test Administration for Joint Admission and Matriculation Board told a stunned audience at the Ota Conference that "in certain part of this country, the conduct of public examinations has become a matter of life and death as one would expect in a war zone. Candidate arrived at the examination centre armed with dangerous weapons such as cutlasses, long knives and even guns". Examination mal-practitioners have been known to create confusion and commotion in order to create conducive atmosphere for their crimes. Others forms includes;

1. Mass cheating
2. Leakages
3. Teacher Students affair
4. Bribery
5. Inspection for approval mal-practice
6. Accreditation mal-practice
7. Substitution of answer sheets
8. continuous Assessment mal-practice
9. Examination fund mal-practice
10. Control fund mal-practice
11. Spying
12. Passing paper in the hall
13. Whispering answers
14. submission of multiple scripts
15. Coded or sign language mal-practices

16. High-Tech mal-practice
17. Ghost voice mal-practice
18. Sale of live question paper or expo
19. Sales of blank answer sheet
20. Snatching of question paper or answer sheets.
21. Malpractice involving passport photograph
22. Improper completion of entry forms
23. multiple entry for the same examination
24. Mal-practice involving practical.
25. Marking mal-practice
26. Mass promotion mal-practice
27. Sale of handout by lecturers
28. Admission racketeering mal-practice.

2.7.2 **Causes of Examination Mal-Practice**

Researchers on examination mal-practice had argued and contributed to the basic factors responsible for examination mal-practice in Nigeria as opinion and facts gathered for this argument.

Aina and Aliyu, (1991) agreed in their various submissions that the desire to pass at all cost is responsible for examination mal-practice. The fact remain that Nigerian orientation on education is certificate and high grade intensiveness, students, parents, school management tend to push harder on ward to get the certificate and good grades by all means to secure employment.

All these factors according to Denga (1993) are boiled down to three factors as:

1. Psychological causes of examination mal-practice
2. Sociological/Environmental causes and
3. Intelligence

- **Psychological: -** This includes all the stress which is often induced in parent, the peer pressure groups and students; these, they experience enormous stress and anxiety in trying to meet the various demand of subject significantly. A study conducted by Drake (1941), Monday (1971) and Keller (1976) support this psychological reasons, that stress and anxiety experience by students during examination are conspicuous, thus have been criticized because students tend to develop undesirable habit. (Ward 1981, Murphy 1988, Lamm, 1984) which normally led them to poorly prepared for examination(s) and subsequently exposed them in engaging in examination mal-practice and misconduct in (Olushola, 2010:5). Ahmad and Bala (2000); considered psychological causes of examination mal-practice as focused on the state of preparedness of candidates for public examinations vis-a-viz the selection of students for admission and promotion, teaching and learning faculties, quantity and quality of teachers, students' population, contents of syllabi and the nature of examination. This psychological factors also bring in Maslow's motivational theories which emphasizes the basic need i.e. psychological need of man, he argued that theses needs motivate and enhance learning, that is if learners' psychological needs are not physically met it will affect their concentration in a teaching/learning

situation, thereby preparing the students' cognition at a very high level and encourage students to engage in all sort of misconduct and malpractice in examination.

- **Sociological/Environmental Cause of Examination Malpractice: -** The sociological causes of examination mal-practice stem from what the society make use of examinations result for, and the social set up of the society in terms of its values, discipline and economic situation and politics among others; Ahmad and Bala (2000). On the basis of this Denga (1983) in Ahmad (2000 state that those things that basically led students/co-riders to examination mal-practice and misconduct, the environmental factor include the crowded nature of our class rooms/theatres as well as our examination halls with few invigilators during examination.

- **Intelligence Factor: -** Adeloye (2004) in their book stated that the individual difference must be built at the back of our mind when comparing academic competence, ability and comprehension from one students and another. The failure to recognize the fact that the intelligent quotient (IQ) differs and cannot be compared, thus academically weak students will a times try to compare himself with naturally gifted students who is brilliant. When the weak – academic students are not able to meet up with the challenges, he opt the missing link with crisp or external help to pass their examination, this missing link is associated with mis-concept and mal-practice.Bala (2000)

2.7.3 **Consequences and Academic Implication of Examination Mal-Practice**

The consequences of examination mal-practice could be viewed nationally and internationally. Nationally, it has consequences on the candidates, parents, educational system and the quality and efficiency of work input of worker in both private and government establishment. Ahmad & Bala (2000).

Candidate conducting examination mal-practice stands the risk of being bared from writing future examinations. The negative social consequence that this might cause on the candidate or and the society could be better imagined. Such candidate may become armed robber, member of the secret cults or drug addicts. In addition, the psychological stress parent might experience as a result of such cancellation, imprisonments, or the banning of their children from writing future examination.

Ojo (1995) and Akpan (1995) and Ogun (1994) in Yaroson (2004), reported the following effects of examination mal-practice:

1) Loss of self confidence on the part of the students
2) Loss of honesty and integrity by students.
3) Loss of trust in the examination system
4) Obtained undeserved academic qualification
5) Increase in the cost of conducting examinations.
6) Arrest of students/Candidates.

In addition, examination mal-practice has specific effect on parents/guardians and the government/society. With regard to the

parent/guardian, material resources such as time, energy and money are wasted on the candidates who are caught and punished. Similarly, the nurtured good names and image of such parents/Guardian are tarnished. Where such parents have no good name or image (integrity) to cherish or nurture, such already battered integrity is further dragged into the mud. Where the government awards scholarship to candidates, money spent on affected candidates become a wastes. With the already fallen standard of education, the Nigeria society is ultimate loser as no society can really develop without quality man-power i.e. qualitative education.

2.8 Causes and Effects of Exam Mal-practice in Federal College of Education Zaria

The federal college of education, Zaria formally known as Advance teachers college was formally opened on 1st November, 1962 with an initial intake of 150 students.

Later in the year 1992 it was change into Federal college of education (college hand book).

However, the conduct of examination in Nigerian schools shows that neither the student nor examiners are free from malpractice. Even pupils in our primary schools are aware of what examination malpractice is all about. It can be called with different names such “guru”, “chalks” “runs” and so on. The seed of examination malpractice has grown to the root top such that our certificate is no longer valuable. Credit made are no longer applauded but regarded as common things. It is therefore not surprising why batting to pass examinations through

serious reading has become a thing of yesterday's people now transact the business of selling papers (examination papers) to student before the examination day. Our examination officials have sold their credibility for money and our certificate is facing condemnation in the educational market.

Onyemachi (2004) in Suleiman and Umar (2009) stated in an article the Olive Branch Newspaper of Catholic Diocese of Zaria, that since the year (1977) when school certificate examination recorded massive examination malpractices as live papers got to the hands of the student, within five days before the examination commenced. With these all efforts that have been made towards putting a stop to the act have proved abortive because a lot of us have taken examination malpractice to be part of the system. Due to the integration of the continuous assessment procedures out educational system has reduced some other things but has created some new problems. The number of student in examination malpractice is always increasing. Examination malpractice is in form of either leakage or cheating, the problem of exam malpractice has become more serious in tertiary institutions, especially Federal College of Education that are supposed to hold the moral values of the society.

2.8.1 Nature of examination malpractice in Federal College of Education Zaria

According to Suleiman and Umar (2009) in their investigations from different schools revealed that there are a lot of perfected methods of examination malpractices common virtually in all institutions of Nigeria right from primary

schools to tertiary institutions. Below are the details analyses on the nature of examination malpractices in FCE Zaria.

1. **Geraffing**

   These method is old, it form of cheating is common even in primary schools. With these method students stretch their neck to catch a glimpse of the materials they want to copy from their class mates or colleagues.

2. **Expo**

   The method is used for examinations leakage to student before the day. With these governments should monitor and provide adequate funds to all educational institutions so that teaching and learning activities can be carried out effectively.

3. **Bullet/Missiles**

   These, refer to relevant written materials which are taken into examination halls with what is generally referred to as “arms” and ammunition which they intend to denote successfully. The bullets or missiles or even tissue papers are used for summarizing the major points of any relevant part of a course. When their missions have been accomplished meaning that the bullets or missiles have hits their target, but if the students are caught, means the missiles exploded before the scheduled time.

4. **Supper Prints**

   This is a name covering all forms of writings on cloths underskirts, inner lining of blouses, brassier and handkerchiefs.

5. **Micro Chips**

   This is a method used by a student which they cut some pieces of papers from their notebooks. They normally use pencils to package micro-chip because strokes are shaper and not easily visible. Micro-chips are smuggled into examination halls through mathematics set; calculators, purses, socks and shoes.

6. **Body writing of tattoo**

   The vital areas of the body used are the tender tight shielded by skits and wrappers. The arms and palms are also used. In the examination hall the student adopt a peculiar sitting method to move the skits in order to reveal the materials.

2.8.2 Types of Examination Malpractice in FCE Zaria

In Federal College of Education, Zaria themes of the nature of examination malpractices are as follows:

1) An ex-student writing examination for another student.
2) Introduction of foreign materials and cheat notes into examination halls.
3) Exchange of relevant materials in examination hall
4) The exchange of question papers contains relevant looting and materials.
5) Copying from each others answers scripts
6) Conservation or speaking during examination
7) Live wire:- is a way in which student get a question paper before the examination day.
8) Copying answers on different part of the body and cloths

9) Lateral connection: is a way by which the brilliant student sits among the dull student who is not ready to read for themselves.

10) Use of electronic system like mini tape recorder mini computer, best calculator etc. (Suleiman and Umar 2009)

2.9 Social Studies Method, Programmes and Instructions

This involves social studies teaching methods, strategies, skills and techniques in teaching Social Studies. Social Studies adopt programme and instruction in the impartation of moral, value, positive attitude, skills and knowledge for the total development of an individual in order to become acceptable and participating members of the society and the world as a whole. (Mustapha, 2008).

Aina (1982) ; Give the following as programme and instruction that foster learning and promote better understanding in teaching and learning Social Studies.

1. The inquiry methods

a. The questioning Techniques

b. The Project Techniques

2. The Discussion Methods

a. Small group discussion

b. Debate technique

c. Panel Discussion

d. Brain Storming or Buzz

3. The Activity Method

a. Simulation

b. Role playing technique

c. Dramatization – Mock trial

d. Music

e. Independent study

4. Instructional material: Audio visual –

1. The methods and strategies include Nehemiah in Aina (2009). In their view, method, a technique or strategy as per teaching device adopted by a teacher to teach a lesson. Teaching could include the use of film, simulation, games, textbooks, library study, project, field trip and so on. These acts as a stimulus to learning and teaching of Social Studies. A teacher is therefore free to consider the use of anyone of several alternatives available out of the various methods, strategies and techniques adopted by NERC 1980.

2.10 Aims and Objective of Social Studies Education

The Federal Government as seen education as a tool for national development; thus Social Studies Education objective is derived from the National Policy on Education; reviewed . Which aimed at building:

i. A free and democratic society

ii. A just and egalitarian society

iii. A united strong and self reliant nation

iv. A great and dynamic economy

v. A land full of bright and full opportunity for all its citizen.

The above objectives are the bedrock and corner stone of Nigerian education system; as well as the philosophy of Social Studies Education. The following are the goal/objective of Social Studies; Aina (1982).

i. The creation of awareness in the learner about their surrounding.

ii. The development of specific fundamentals such as the attitudes, values and norms of the society.

iii. The promotion of effective and active citizenship

iv. The promotion of the understanding of the social problems of their locality and finding possible solution to them.

v. The ability to relate favourably to the products and people of the nation.

vi. Helping the learner to develop their right attitudes toward the leaders of the government.

vii. The creation of an understanding of their role during the election, especially on how to discharge their duties efficiently

viii. The development of the ability to think effectively and come to independent conclusions;

ix. The development of an understanding on how the live of people who live in the past affect our present day lives and how we improve the presents for the future;

x. The demonstration of flexibility and the willingness to accept necessary changes within a system i.e. education, government; or law for the good of all;

xi. The appreciation of the rules and regulation that guides behaviour of mutual respect as very important regardless of our differences;

xii. The creation of awareness that discipline is essential for an orderly society.

2.11 Review of Related Empirical Studies

Bello and Madaki (2000); carried out a study on Malpractice in Public Examination; Perceived causes, consequences and solutions; the following guidelines were followed: Examination malpractice as a universal problem in Nigeria, the problem has now reached an alarming dimension. The causes and consequences of these problems are examined. To solve the problem, the following point are proffered; a reform of admission policies, provision of adequate facilities in school, and reorientation of the societies in diverse ways.

The studies further suggested:

✓ A reform of the admission and promotion policies and possibly a return to the old practice of careful selection such that those who are not worthy of admission should not be admitted and promotion should be strictly base on academic merit.

✓ Provision of adequate facilities in schools to match student population adequate finding and management of schools and the employment of competent teachers who are motivated by their condition of services.

✓ A reorientation of the society:

a. To de emphasis the supremacy of certificate in almost all fact of endeavour achievement, promotions, social status and progression should

not be tied to certificate only; rather in addition to certificates they should be based on input and competence.

b. To encourage parents to take more interest in their children education by way of closely monitoring and paying attention to their academic and social matters.

c. Improvement of the economy, the condition of service of teachers; and of employee of examination agencies and all those involved in public examination

d. Indiscipline and immoral acts should be squarely checked or discouraged.

e. Student should be closely monitored guided and counseled on social, economic and academic matters.

Dikko, (2003); conducted a research study on socio-psychological factors of cheating in examination among students of Kaduna Polytechnic. Researcher conducted this research work to find out the differences between the two means of cheating in examination among students.

In an attempt to achieve this purpose; subjects were selected from two colleges of the Polytechnic Kaduna; these are Colleges of Science and Technology and Business and Administrative Studies; which are randomly selected following the sampling procedures employed by the researcher. Thus, the objectives of the study are:

❖ To determine the nature and extent of cheating in examination among students of Kaduna Polytechnic.

❖ To investigate the possible incidence of cheating in examination

❖ To identify those socio-psychological factors that lead to cheating in examination among students

❖ Make recommendation that will reduce cheating in examination among the student.

Zubairu, Mohammed, and Suleiman (2004) wrote on examination malpractice Federal College of Education Zaria and gave the following recommendations:

❖ Counseling services should be encouraged. Personal, social, moral and educational counseling should be emphasized and the importance of honesty in whatever one is doing should be encouraged.

❖ Students should be conversant with the examination regulations handbook and the students should be taught to study hard and be encouraged to be dedicated to their studies.

❖ Examination halls should be large enough to comfortably accommodate candidates during examination in order to avoid congestion which is one of the factors that facilitates cheating during examination.

❖ The entry qualification into our educational institutions should be high enough to admit only capable students. Lecturers on their part should always endeavour to teach their courses and exhaust their course content at least a week before the commencement of the examination. This will enable student to be fully prepared for the examination.

❖ Examination cards and identify card should be displayed by every candidate during the examination malpractice should be adequately punished as provided in the students' handbook. So that it will serve as a lesson to other students.

❖ The government of Nigeria on the side should provide enough facilities to tertiary institutions of learning and adequately reward the lectures (both teaching and non teaching) in order to solve or minimize problems of the lecturers.

❖ Abdulrazaq and Aminullah (2008) carried out a study on female students' perceived causes of and solution to examination malpractice, implication for counseling. It was observed that examination malpractice is rated as one of the greatest problems that undermined the foundation of educational practice in Nigeria today; the magnitude of the problem and dangers posed by the phenomenon has been identified by stakeholders as national malady that required drastic solution. The study further stated the statement of the problems as an attempt to find out:

1. What female students considers as the cause or factor contributing to students involvement in examination mal-practice in ASA Local government secondary school
2. Find out student suggested solutions to the problem since their colleagues are perpetrators of the problem. Two research question and three hypotheses were postulated in accordance, and the study adopt the descriptive survey method. The study further suggests the following recommendation and counseling implication;
3. That the government should organize enlightenment campaigns that will high light the consequence of the examination mal-practice on the individual, school and the society. This should be mounted and sustained

at all tier of governance through the use of modern and traditional mass communication media.

4. Also the government should sensitise all citizens to basic ethical values of self worth, dignify of labour, integrity and personal responsibilities and the society itself should lay good examples by the deemphasize, ostentation, unbridled and flagrant display of materialism which could very easily be associated with success acquired through reaching the pinnacle via certificate awarding examination (Abdulkarim, 2003).

❖ [Yaroson 2004] in her study on tackling the menace of examination mal-practice in Nigeria the study strengthen on the effects of examination mal-practice in Ojo (1995) and Akpan (1995) and Ongom (1994) report the following effects of examination malpractice;

i. Loss of self confidence on the part of the students
ii. Loss of honesty and integrity by students.
iii. Loss of first in examination system
iv. Obtaining undeserved academic qualifications
v. Increase in the cost of conducting examination

According to Yaroson (2004) the remedy to examination malpractice is;

i. There should be collection and determine effort to succed
ii. A societal re-orientation in time and space
iii. A societal re-ordered value system via an over haul of the educational curricular that will make the educational at all level functional and further recommended a collective and determine effort to succeed

massive private sector investment in education, less emphasis on paper qualification less dependence on government for white collars Job

The population for examination offences and arrests made

Examination/Date	Offence committed	No Arrested	Town	State
Nov./Dec. (SSCE 1995)	Copying	13	Maiduguri	Borno
Nov./Dec. (SSCE 1995)	Surrogating	30	Calabar	Cross River
Nov./Dec. (SSCE 1995)	Copying and entry with cheat notes	21	Enugu	Enugu
Nov./Dec. (SSCE 1995)	Hawking prepared answers in enlishe language	09	Oshogbo	Oyo (now Osun)
May/June (SSCE 1995)	Cheating and impersonation	10	Katisna	Katsina
May/June (SSCE 1995)	Cheating and copying from cheat notes	65	Mdinna	Niger

Source Ojo (1995), Akpan (1995), Osuji (1995) and Adebayo (1996)

Examination Offences and Sanctions Applied

Examination/Date	Offence committed	No Arrested	Town	State
Nov./Dec. (SSCE 1993)	Not disclosed	12, 000 candidates' result withheld	WAEC	River
Nov./Dec. (SSCE 1993)	Not disclosed	Cancellation of results	WAEC	General
1993	Forgery	40 undergraduates expelled	Unilage	Lagos
1991	Exam fraud	One finalist jailed for 5 years	FCE, Yola	Adamawa
1993/94	Exam fraud	50 undergraduate disciplined	FUTA	Ondo (Ekiti)

Summary

It is observed that to de-emphasize the supremacy of certificate in almost all facet of endeavour, achievement, promotion, social status and progression should not be tied to certificate only; rather in addition to certificates they should be based on input and competence; and lecturers and students should be aware that examination mal-practice changes in variety of ways. Students always modifying their ways of cheating.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction:

This study is designed to investigate the impacts of Social Studies Education Programme in the eradication of examination mal-practices among students of higher institutions in Kaduna State. The methodology adopted the following sub-titles:

- ❖ Research Design
- ❖ The population for the study
- ❖ Sample and Sampling Procedures
- ❖ Instrumentation
- ❖ Validity of the Instrument
- ❖ Reliability of the Instrument
- ❖ Procedure for Data Collection
- ❖ Procedure for Data Analysis

3.2 Research Design

The research design for this work is the survey research design this method involve selection of samples from a large target population in order to obtain empirical knowledge of contemporary nature Shabu (1997) support this approach as it enables researcher to discover relative incidence and distribution on the characteristic of the population.

3.3 The Population

The population of this study consist of all NCE II and NCE III students of FCE Zaria and College of Education Gidan Waya Kaduna State. These comprise social studies and non social studies students. FCE Zaria had 800 NCE II, 500 NCE III students making a total population of 1300 students' population from FCE Zaria. College of Education G/Waya had 500 NCE II and 450 NCE III students making a total population of 950.

Consequently, the total population of NCE II and NCE III for this study is 2,250.

Table 3:1: Population of the Study

S/N	Institutions	Population of NCE II	Population of NCE III	Total population
1	FCE Zaria	800	500	1300
2.	COE G/Waya	500	450	950
	Total	1300	950	2,250

Source: Department of Social Studies, FCE Zaria & COE Gidan Waya 2011/2012

This population represents the NCE Students of NCE II and NCE III from the two zones where we have Colleges of Education.

3.4 Sample Size and Sampling Procedures

In order to have an appropriate sample size for this study, a sample size of 248 was selected from FCE Zaria and 242 from COE G/Waya. These samples were chosen based on Krujice and Morgan (1970:228) theory of selecting sample size from a given population.

The selected samples were proportionally distributed across the NCE II and NCE III students. FCE Zaria NCE II and NCE III has 128 and 120 samples respectively totaling 127 and 115 samples respectively. The total number of respondents selected for the study is therefore 490.

Table 3:2: Sample size for sampling study

S/N	Institution	Sample size of NCE II	Sample size of NCE III	Total Sample Size
1	FCE, Zaria	128	120	248
2	COE Gidan Waya	127	115	242
	TOTAL	255	235	490

Source: Department of Social Studies, FCE Zaria & COE Gidan Waya.

3.5 Instrumentation:

The instrument for data collection in this study is the questionnaire. According to Denga and Ali (1983) "Information collected through the use of questionnaire is assumed to be quantifiable". Section A consists of 4 bio-data variables of status, sex, standard, and location of school. The next 5 sections consist of several items each tailored according to the three objectives. The structured questions each has a modified 4-likert scale options of SA, A, D, and SD carrying 4, 3, 2, and 1 points respectively.

Section B consists of 52 questions on examination mal-practice. During the construction of the questionnaire the researcher sough the assistance of some post graduate student in the department a draft copy was given to the supervisor for their Authentication. The corrected copy was amended as required. Each item was tailored according to the three objective.

3.5.1 Validity of the Instrument

According to Ajayi & Rasaq (2000) validity of the instrument is determined to the degree to which it measure well what the instrument intend to measure. After all modifications of questionnaire by experts in the Department of Education Ahmadu Bello University, contents validity was ensured. A measuring instrument is valid when it measures truly and accurately the quality or ability it is designed to measure. Hence the interview schedule and observation schedule would have a high validity because it shall be base on school records, the questionnaire however, would be base on face and content validity.

3.5.2 Reliability of the Instruments

According to Ajayi & Razaq (2000), Reliability reflect the consistency of trustworthiness of that instrument. The reliability was determined after a pilot study has been carried out and the reliability co-efficient is calculated at 0.8. This was considered reliable, as Spiegel (1986) consider an instrument reliable if it Coe-efficient lies between 0.5 and 1. This therefore confirmed the instrument as valid for the main study.

3.6 Procedure for Data Analysis

The Descriptive Statistics of frequencies/percentages would be used for the bio data variables of standard, sex, college location, marital status. The research questions would be answered by item, means, Standard Deviation (SD), Standard Error (S.E) on account of the research objectives. Independent t-test

would be used to test hypothesis 1, 2 and 3. All hypotheses would be tested at 0.05 level of significance.

3.7 Statistical Analysis Procedure

The bio-data variables consisting of levels, sex, marital status and location of school were each analyzed by frequencies and percentages. The research questions were answered by use of item means and frequencies of Strongly Agree, Agree, Disagree and Strongly disagreed. The three research Null hypotheses were tested by using independent t-test for comparism of means between NCE II and NCE III, male and female, or between college of education Gidan Waya and Federal College of education Zaria the hypotheses were either rejected or retained at 0.05 (95%) confidence level.

CHAPTER FOUR

DATA ANALYSIS: PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction.

This chapter presents the data analysis including its discussion of results. The chapter involves a total of 480 out of the 490 sampled respondents (representing 98%) whose responses from the data analysis of this study using the SPSS Statistical Package. The respondents are NCE II and NCE III students from the Colleges of Education in Kaduna state. The first section of this chapter presents the bio data variables analysis by means of frequencies and percentages, while the second section answers the research questions using frequencies, means and standard deviations of each item by each of the respondents. The third section presents and interprets the five null research hypotheses by means of inferential statistical techniques of Independent t-test statistics at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

4.1 Analysis of the Bio data variables of respondents

Table 4.1.1: Distribution of respondents by Gender

Gender	Frequency	Percent
Male	211	44.0
Female	269	56.0
Total	480	100.0

The gender of the students showed that 211 of them representing 44.0% are male students while the rest 269 representing 56.0% are female students.

Table 4.1.2: Distribution of respondents by level of study

Level of study	Frequency	Percent
NCE II	243	50.6
NCE III	237	49.4
Total	480	100.0

The table above revealed the level of study of the respondents. Accordingly, a total of 243 of the student respondents representing 50.6% are NCE II students while the rest 237 (49.4%) are NCE III students.

Table 4.1.3: Distribution of respondents by Marital status

Marital status	Frequency	Percent
SINGLE	337	70.2
MARRIED	138	28.8
Divorce	5	1.0
Total	480	100.0

The table above revealed that 337 of the respondents representing 70.2% are single students while 138 others representing 28.8% are married and the rest 5 (1.0 are divorced.

Table 4.1.4: Distribution of respondents by Location of School

Location of College	**Frequency**	**Percent**
FCE Zaria	242	50.4
COE Gidan Waya	238	49.6
Total	480	100.0

A total of 242 of the students respondents representing 50.4% are from FCE Zaria while the rest 238 representing 49.6% are students from College of Education Gidan Waya.

4.2 ANSWEWRS TO RESEARCH QUESTIONS: To what extent dos

Table 4.2.1: Perception NCE II and NCE III students on the impact of Soc studies in Steming exam malpractices in colleges of education in Kaduna state.

S/N	ITEMS	Status Of Respondents	Response Categories				Mean
			SA	A	D	SD	
1	Social Studies educ has a great impact determining reduce and re-evaluation of students attitudes positively towards their involvement in exams mal-practice	**NCE II**	100	108	19	16	3.2016
		NCE III	110	98	18	11	3.2954
2	Social studies educ programmed objectively play a significant role in attitudes formation	**NCE II**	136	83	8	16	3.3951
		NCE III	127	88	10	12	3.3924
3	Through Social studies educ programme students will not be caught in wrong side of the fence during examination	**NCE II**	59	91	61	32	2.7284
		NCE III	59	93	60	25	2.7848
4	Examination mal-practice ranks as one of the most challenging of any society	**NCE II**	146	73	21	3	3.4897
		NCE III	126	84	26	1	3.4135
5	Examination mal-practice makes nonsense of educational system by undermining the very purpose of education	**NCE II**	138	65	24	16	3.3514
		NCE III	136	67	17	17	3.3586
6	Social studies educ programme has a great	**NCE II**	100	82	29	32	3.0288
		NCE III	106	76	28	27	3.1013

	impact on students in stemming examination mal-practice						
7	Education is not All about certificate in our school but values orientation - clarification and re-evaluation	**NCE II**	147	60	21	15	3.3951
		NCE III	137	56	25	19	3.3122
8	Progrmmes and Methods of Teaching in social studies do not necessarily affect students attitude and action in examination	**NCE II**	59	58	90	36	2.5761
		NCE III	68	56	78	38	2.6245
9	Examination mal-practitioner had a derailed values	**NCE II**	59	90	62	32	2.7184
		NCE III	99	74	21	43	2.9662

The table above revealed the level of perception of NCEII and NCIII students concerning impact of soc studies in stemming exam malpractices in colleges of education in Kaduna state. According to both group of respondents Examination malpractices ranks as one of the most challenging of any society as this item attracted the highest mean responses of 3.4897 and 3.4135 by NCEII and NCEII respectively. Details showed that 146 of the NCEII strongly agree, while 73 agreed as against 21 that disagreed and the rest 3 strongly disagreed. In the same vein 126 of NCE II strongly agreed, 84 agreed, 26 disagreed and the rest 1 of the NCE III strongly disagreed with this item. Also Social studies education programmed play a significant role in attitudes formation as this

opinion attracted both NCEII and NCEIII respondent's second highest mean responses of 3.3951 and 3.3924 respectively. Details of NCEII respondents on this opinion showed that 136 of them strongly agreed, 83 others agreed while 8 disagreed and the rest 16 strongly disagreed with this view. The NCEIII respondents detail on this item showed that while 127 strongly agreed, 88 others agreed as against 10 that disagreed and the rest 12 strongly agreed with this opinion.

TABLE 4.2.2. perception male and female students on how the rate of exam malpractice of male and female affect their value system in Colleges of education in Kaduna state.

S/N	ITEMS	Status of respondents	Response categories				Mean
			SA	A	D	SD	
1	The use of hand set is common form of examination mal-practice	**Male**	125	67	15	4	3.4834
		Female	142	97	24	6	3.3941
2	Impersonation is a common form of examination pal-practice in, our school perpetrated by male student, swapping of answer booklet is another form of exam mal-practice	**Male**	88	73	38	12	3.1232
		Female	108	101	50	10	3.1413
3	Swapping of answers booklet is another form of examination mal practice	**Male**	58	71	51	31	2.7390
		Female	61	115	53	40	2.7320
4	Social studies education programme de-emphasized exam misconduct among male and female student	**Male**	69	43	48	51	2.6161
		Female	80	62	70	57	2.6134

5	Cheating in examination is modifiable through social studies education programme	**Male**	87	79	25	20	3.1043
		Female	118	103	22	26	3.1636
6	Emphasis on certificate orientation is affecting our education and killing our technological development	**Male**	136	48	15	12	3.4597
		Female	171	71	15	12	3.4907
7	The goals and objectives of social studies and its historical antecedent constitute to a large extends positive behavior among male and female students	**Male**	128	60	16	7	3.4645
		Female	157	86	19	7	3.4610
8	Examination mal-practice is viewed as an illegal or-unethical behavior by somebody	**Male**	128	49	14	20	3.3507
		Female	160	67	21	21	3.3606
9	It means that an act is regarded as mal-practice when some of the examination rules are flouted for one reason or the other	**Male**	109	50	8	44	3.0616
		Female	125	65	9	70	2.9108
10	One of the objective of social studies is to develop specific fundamental such as the attitude values and norms of the society	**Male**	76	77	20	18	3.1896
		Female	107	101	27	34	3.0297

The table above revealed the level of perception of male and female students concerning how the rate of exam malpractice of male and female affect their value system in colleges of education in Kaduna state. According to both group of respondents the emphasis on certificate orientation is affecting our education and killing our technological development. This item attracted the highest mean response of 3.4597 and 3.4907 by male and female students respectively. A total of 136 of the male strongly agreed with this opinion while 48 agreed as against 15 that disagreed and the rest 12 strongly disagreed with this opinion. In the same vein a total of 171 of the female strongly agreed with this view as against 71 that agreed while 15 others disagreed and the rest 12 of the females strongly disagreed with this view.

Both male and female respondents are also of the opinion that the goals and objectives of social studies and it's historical antecedence constitute to a large extent positive behavior among male and female students. This opinion attracted the male and female mean responses of 3.4645 and 3.4610 respectively. A total of 128 of the males strongly agreed with this view while 60 agreed as against 16 disagreed and the rest 7 strongly disagreed. The female detail response on this opinion showed that while 157 of them strongly agreed, 86 others agreed while 19 disagreed and the rest 7 strongly disagreed with this opinion.

TABLE 4.2.3: Perception of male and female students on the involvement of NCE II and NCE III students in exam malpractices differ relatively in Colleges of education in Kaduna state.

S/N	Items	Status of respondents	Response categories				Mean
			SA	A	D	SD	
1	Inquiring method in social studies educ is one of the methods that can enhance better learning and reduce the chances of exam mal-practice among NCE II & III students	**Male**	96	77	20	18	3.1896
		Female	107	101	27	34	3.0446
2	Role play method in social studies educ reduces the chance of examination mal-practice	**Male**	126	57	12	16	3.3836
		Female	153	91	9	16	3.4164
3	Social studies emphasizes on the promotion of effective and active citizens	**Male**	131	58	9	13	3.4550
		Female	157	84	9	19	3.4089
4	Social studies educ is seen as a tools for individual and national development	**Male**	130	71	2	8	3.5308
		Female	158	97	2	12	3.4907
5	The introduction of social studies educ was due to the direct need to solve global problems	**Male**	132	56	7	16	3.4408
		Female	177	65	15	12	3.5130
6	Social studies curriculum was a centered innovation around God fearing moral industrious individuals	**Male**	108	74	20	9	3.3318
		Female	139	100	22	8	3.3755
7	The primary goal on the Nigerian educ system is to provide functional educational	**Male**	113	66	17	15	3.3128
		Female	156	89	14	10	3.4535

	system for the Nation so that the product of education system can be employable or self employed						
8	Examination mal-practice ranks as one of the most dangerous problems of any society	**Male**	124	58	22	7	3.4171
		Female	148	81	30	10	3.3643
9	The desire to pass at all cost is responsible for examination mal-practice	**Male**	107	29	59	16	3.0758
		Female	131	47	72	19	3.0781
10	Poverty and family background are responsible for examination mal-practice	**Male**	67	57	59	28	2.7725
		Female	70	86	79	34	2.7138

The table above revealed the level of perception of male and female students concerning the involvement of NCE II and NCEIII students in exam malpractices differ relatively in colleges of education in Kaduna state. Both male and female respondents are of the opinion that the introduction of social studies education was due to the direct need to solve global problems including exam malpractices. This opinion attracted the highest male and female mean responses of 3.4408 and 3.5130 with details of male responses showing that 132 strongly agreed while 56 agreed with 7 others disagreeing and the rest 16 males strongly disagreed with this opinion. The female detail; showed that 177 of them strongly agreed while 65 disagreed as against 15 that disagreed and the rest 12 of the female respondents strongly disagreed with this opinion.

Both male and female respondents were also of the opinion that role play method in social studi.es education reduces the chances of exam malpractices as

this opinion attracted mean responses of 3.3836 and 3.4164 by male and female respectively. Details of male response on this opinion showed that 126 of them strongly agreed as against 57 that agreed while 12 disagreed and the rest 16 strongly disagreed. The female detail showed that 153 of them strongly agreed while 91 agreed, as against 9 that disagreed and the rest 16 strongly disagreed.

TABLE 4.3.4: perception of NCE II and NCE III students that social studies has less cases of exam malpractices compared with other subjects in Colleges of education in Kaduna state.

S/No	ITEMS	STATUS OF RESPONDENTS	RESPONSE CATEGORIES				MEAN
			SA	A	D	SD	
1	Concept in social studies education transfer more values and ideas for conforming behavior, compare to other department	**NCE II**	121	93	8	21	3.2032
		NC III	115	96	6	20	3.2911
2	Good value orientation is one of the features of social studies education (department) to their students	**NCE II**	126	96	11	10	3.3909
		NC III	120	99	10	8	3.3966
3	Programme and instruction in social studies foster learning and promote better understanding in teaching and learning of social studies	**NCE II**	109	111	10	13	3.3004
		NC III	102	113	11	11	3.2911

4	there are psychological and environmental causes of examination mal-practice	**NCE II**	130	91	12	10	3.4033
		NC III	108	98	17	14	3.2658
5	Examination mal-practice plants the seeds of un-ethic values in the fertile mind of students	**NCE II**	142	74	16	11	3.4280
		NC III	142	70	14	11	3.4473
6	Social studies emphasis the inculcation of right type of value and attitude for the survival of individual and society	**NCE II**	154	55	10	24	3.3951
		NC III	152	59	10	16	3.4641
7	Education is training by which students young people learn to develop and use their mental, moral and physical powers	**NCE II**	128	77	8	30	3.2469
		NCE III	133	70	55	29	3.2954

The table above raveled the level of perception NCE II and NCE III students that social studies has less cases of exam malpractices compared with other subjects in Colleges of **education in Kaduna state.** According to their highest mean responses of 3.4280 and 3.4473 by NCEII and NCEIII respectively, Examination malpractices plants the seed of un-ethical values in the fertile mind of students. Detail showed of the NCEII responses on this opinion revealed that while 142 were of strong agreement, 74 were in agreement while 16 were in disagreement and the rest 11 were in strong disagreement. In the same vein the NCEIII detail mean response on this showed that while 142 were in agreement, 70 others were in agreement as against 14 that disagreed and the rest 11 were in strong

disagreement. Social studies emphasis the inculcation of right type of value and attitude for the survival of individual and society as this item attracted mean responses of 3.3951 and 3.4641 by NCEII and NCEIII respectively. Details of NCEII students on this item revealed that 154 of them strongly agreed, while 55 agreed, 10 others disagreed and the rest 24 of the NCEII strongly disagreed. In the same vein the detail of the NCEIII showed that 152 strongly agreed, while 59 others agreed as against 10 disagreed and the rest 16 of the NCEIII strongly disagreed with this opinion.

TABLE 4.2.5. the perception of FCE Zaria and FCE G/Waya students perception on the role of academic and non academic staff in stemming and determining the exam malpractices in Colleges of Education in Kaduna state.

S/NO	ITEMS	STATUS OF RESPONDENTS	RESPONSE CATEGORIES				MEAN
			SA	A	D	SD	
1	Objectives of social studies educ are solution to problems of exam mal-practice should be guided by teacher/lecturer non academic staff	**FCE ZARIA**	120	75	26	21	3.2149
		COE G/WAYA	119	59	23	37	3.0924
2	Social studies educ also plays a major roles in reduction of exam malpractice	**FCE ZARIA**	144	73	13	12	3.4421
		COE G/WAYA	140	58	10	30	3.2941

3	To buy examination question is a form of examination mal-practice	**FCE ZARIA**	148	75	17	2	3.5248
		COE G/WAYA	145	61	14	18	3.3992
4	Pre-arrange to sit together to collide is a form of examination mal-practice	**FCE ZARIA**	56	92	38	56	2.6116
		COE G/WAYA	56	85	35	62	2.5672
5	To get aware of scheme before the examination is examination mal-practice	**FCE ZARIA**	48	85	62	47	2.5537
		COE G/WAYA	45	85	60	48	2.5336
6	To press lecturer on area s of concentration is examination mal-practice	**FCE ZARIA**	43	62	107	30	2.4876
		COE G/WAYA	41	58	112	27	2.4748
7	To bring books or cribs into the examination hall is another form of examination mal-practice	**FCE ZARIA**	155	56	23	8	3.4793
		COE G/WAYA	153	54	24	7	3.4832
8	Swooping of script is an examination mal-practice	**FCE ZARIA**	125	74	23	20	3.2562
		COE G/WAYA	127	70	21	20	3.2773
9	Impersonation is examination mal-practice	**FCE ZARIA**	116	92	21	13	3.2851
		COE G/WAYA	111	91	23	13	3.2605

10	assault and intimidation by student in exams is examination mai-practice	**FCE ZARIA**	90	74	43	35	2.9050
		COE G/WAYA	91	68	43	36	2.8992
11	Submission of multiple scripts in the hall is another form of examination mal-practice	**FCE ZARIA**	108	93	31	20	3.1529
		COE G/WAYA	107	82	30	19	3.1639
12	There is examination fund mal-practice	**FCE ZARIA**	106	73	31	32	3.0455
		COE G/WAYA	103	73	29	33	3.0336
13	The use of passport photograph on exam card and ID card is a conmmkon form of examination mal-practice	**FCE ZARIA**	95	50	75	22	3.9008
		COE G/WAYA	90	47	75	26	2.8445
14	Examination mal-practice may lead to students to loss of self confidence	**FCE ZARIA**	164	52	11	15	3.5083
		COE G/WAYA	159	52	11	16	3.4874
15	Examination mal-practice leads to loss of honesty and integrity among the perpetrators	**FCE ZARIA**	153	71	9	9	3.5207
		COE G/WAYA	154	64	9	11	3.5168
16	Examination mal-practice makes students to obtained undeseved academic qualification	**FCE ZARIA**	151	69	11	11	3.4876
		COE G/WAYA	140	74	11	13	3.4328

Table 4.2.5 above ravealed the level of perception of FCE Zaria and FCE G/Waya students perception on the role of academic and non academic staff in stemming and determining the exam malpractices in Colleges of Education in Kaduna state.

According to their highest mean responses of 3.5207 and 3.5168 by FCE Zaria and COEG/Waya students respectively, Examination malpractices leads to loss of honesty and integrity among the perpetrators. A total of 153 of the FCE Zaria students strongly agreed with this view while 71 others agreed, as against 9 that disagreed and the rest 9 of them strongly disagreed. The COEG/Waya students detail response on this opinion showed that while 154 of them strongly agreed, 64 disagreed as against 9 that disagreed and the rest 11 of them strongly disagreed.

In the same vein, both FCE Zaria and COE G/Waya respondents were also of the opinion that to bring books or cribs into the examination hall is another form of examination malpractice as this opinion attracted their mean responses of 3.4793 and 3.4832 respectively. Details of the FCE Zaria students in this view showed that 155 strongly agreed while 56 agreed, as against 23 that disagreed and the rest 8 of them strongly disagreed., The COE G/Waya detail showed that 153 of them strongly agreed while 54 agreed as against 24 that disagreed and the rest 7 strongly disagreed with this opinion.

4.3 TESTING OF RESAEARCH HYPOTHESES

Hypothesis One: This null hypothesis state that there is no significant difference between the perception NCE II and NCE III students on how the IMPACT OF SOC STUDIES IN STEMING EXAM MALPRACTICES in Colleges of education in Kaduna state.

Table 4.3.1 Independent t-test statistics on the perception of NCE II and NCE III students on how the IMPACT OF SOC STUDIES STEMING EXAM MALPRACTICES in Colleges of education in Kaduna state.

Variable	Status of respondents	N	Mean	S.D	S.E	df	t calculated	t critical	p
IMPACT OF SOC STUDIES IN STEMING EXAM MALPRACTICES	NCEII	243	28.0206	3.88092	243	478	0.637	1.96	.524
	NCEIII	237	28.2489	3.97466	237				

Calculated p > 0.05, t calculated < 1.96 at df 478

Details of the above independent t-sample statistics revealed that there is no significant differences between the perception NCE II and NCE III students on how the impact of soc studies in stemming exam malpractices in colleges of education in kaduna state. Reason being that the calculated p value of .524 is higher than the 0.05 alpha level of significance, while the calculated t value of 0.637 is less than the 1.96 t-critical at df 478. Hence the null hypothesis which state that there is no significant difference the perception of NCE II and NCE III students on how the impact of soc studies stemming exam malpractices in colleges of education in Kaduna state, , hereby accepted and retained.

Hypothesis Two: This null hypothesis state that there is no significant difference between the perception male and female students on how the RATE OF EXAM MALPRACTICE of MALE and FEMALE AFFECT THEIR VALUE SYSTEM n Colleges of education in Kaduna state.

Table 4.3.2 Independent t-test statistics on the perception of male and female students on how the RATE OF EXAM MALPRACTICE MALE FEMALE AFFECT THEIR VALUE SYSTEM, in Colleges of education in Kaduna state.

Variable	Status of respondents	N	Mean	S.D	S.E	df	t calculated	t critical	P
RATE OF EXAM MALPRACTICE MALE & FEMALE AFFECT THEIR VALUE SYSTEM	MALE	211	28.4360	4.06254	.27968	478	0.410	1.96	.682
	FEMALE	269	28.2862	3.89650	.23757				

Calculated p > 0.05, t calculated < 1.96 at df 478

Details of the above independent t-sample statistics revealed that there is no significant differences between the perception male and female students on how the RATE OF EXAM MALPRACTICE of MALE and FEMALE AFFECT THEIR VALUE SYSTEM n Colleges of education in Kaduna state.

This is because that the calculated p value of 0.682 is higher than the 0.05 alpha level of significance, while the calculated t value of 0.410 is less than the 1.96 t-critical at df 478. Hence the null hypothesis which state that there is no significant difference the perception of male and female students on how the rate of exam malpractice male female affect their value system, in colleges of education in Kaduna state, , hereby accepted and retained.

Hypothesis three: This null hypothesis state that there is no significant difference between the perception of FCE Zaria and FCE G/Waya students perception on the role of academic and non academic staff in stemming and determining the exam malpractices in Colleges of Education in Kaduna state.

Table 4.3.3: Independent t-test statistics on the perception of FCE Zaria and FCE G/Waya students perception on the role of academic and non academic staff in stemming and determining the exam malpractices in Colleges of Education in Kaduna state.

Variable	Status of respondents	N	Mean	S.D	S.E	df	t calculated	t critical	P
the role of academic and non academic staff in stemming and determining the exam malpractices in Colleges of Education in Kaduna state	FCE Zaria	242	47.1612	6.03816	.38815	478	1.167	1.96	.244
	FCE G/Waya	238	46.5126	6.13816	.39788				

Calculated p > 0.05, t calculated < 1.96 at df 478

Details of the above independent t-sample statistics revealed that there is no significant differences between the perception FCE Zaria and FCE G/Waya students perception on the role of academic and non academic staff in stemming and determining the exam malpractices in Colleges of Education in Kaduna state.

Reason being that the calculated p value of .244 is higher than the 0.05 alpha level of significance, while the calculated t value of 1.167 is less than the 1.96 t-

critical at df 478. Hence the null hypothesis which state that there is no significant difference the perception of FCE Zaria and FCE G/Waya students perception on the role of academic and non academic staff in stemming and determining the exam malpractices in Colleges of Education in Kaduna state, is hereby accepted and retained.

4.4 SUMMARY OF MAJOR FINDINGS

The following are the major findings of the study.

hypothesis one revealed that there is no significant difference between NCE II and NCE III students perception on impact of social studies in stemming exam malpractices in colleges of education in Kaduna state. According to both group of respondents Examination malpractices ranks as one of the most challenging of any society as this item attracted the highest mean responses of 3.4897 and 3.4135 by NCEII and NCEII respectively.

Result of **hypothesis two** showed that there is no significant differences between the perception male and female students on how the rate of exam malpractice of male and female affect their value system in colleges of education in Kaduna state. .According to both group of respondents the emphasis on certificate orientation is affecting our education and killing our technological development. This item attracted the highest mean response of 3.4597 and 3.4907 by male and female students respectively.

The table above raveled the level of perception of male and female students concerning the involvement of NCE II and NCEIII students in exam malpractices differ relatively in colleges of education in Kaduna state. Both

male and female respondents are of the opinion that the introduction of social studies education was due to the direct need to solve global problems including exam mal[practices. This opinion attracted the highest male and female mean responses of 3.4408 and 3.5130 with details of male responses showing that 132 strongly.

Hypothesis three revealed that there is no significant difference between the perception FCE Zaria and FCE G/Waya students on the role of academic and non academic staff in stemming and determining the exam malpractices in Colleges of Education in Kaduna state. According to their highest mean responses of 3.5207 and 3.5168 by FCE Zaria and COEG/Waya students respectively, Examination malpractices leads to loss of honesty and integrity among the perpetrators.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS

Introduction

This chapter summarizes, concludes and offers useful recommendation as well as suggestions for further studies in the related field.

5.1 Summary

The study was presented under five main chapters which this section intends to summarize.

Chapter one introduced the study, and the general background of the study The main objective of the study was to find the impact of social studies education programme in eradication of exam malpractices among students of colleges of education in Kaduna state, broken down into three specific objectives. three research questions were stated as well as three research hypotheses to be tested. The significance and statement of problems was also discussed in this chapter.

Chapter two presents the detailed literature reviews and the conceptual studies related to the study under rationale for social studies education, definition of social studies, Nigerian higher institution malpractices in examination, over view of exam malpractices, types and forms of examination mal practices, social studies methods, programmes and instructions nature of examination malpractice in Federal College of Education Zaria.

Chapter three discussed the study's methodologies adopted. The descriptive survey design was used by means of structured questionnaire to gather data from the respondents who are NCE II and NCE III students of FCE

zaria and COE G/Waya. The sampling technique adopted was stratified random sampling technique to sample 480 from a population of the entire NCE II and NCE III students. A Cronbach's reliability coefficient of 930 was realized confirming the reliability of the instruments. The instruments used is the questionnaire.

Chapter four presented and discussed the results of the data analysis. Section 1 discussed the bio data variables, while section two answers the research questions and section three presented the result of the hypothesis analysis. There was no significant difference between NCII and NCE III in all the three hypotheses

Chapter five was on study's overall summary, conclusion as well as recommendations for further studies. Among others it was concluded that of Examination malpractices ranks as one of the most challenging of any society as this item attracted the highest mean responses of 3.4897 and 3.4135 by NCE II and NCE III respectively.

5.2 Conclusion

Based on the outcome of the study, the following conclusion can be deduced.

- Examination malpractices ranks as one of the most challenging of any society as this item attracted the highest mean responses of 3.4897 and 3.4135 by NCEII and NCEII respectively.

- Emphasis on certificate orientation is affecting our education and killing our technological development. This item attracted the highest mean response of 3.4597 and 3.4907 by male and female students respectively.
- Examination malpractices leads to loss of honesty and integrity among the perpetrators. according to their highest mean responses of 3.5207 and 3.5168 by FCE Zaria and COEG/Waya students respectively.

5.3 Recommendations.

The following recommendations are to guide the improvement or reducing cases of exam malpractices in the colleges of education in Kaduna state.

1. There should be less reliance on paper qualification certificate over practical knowhow.
2. Stringent laws should be enacted to punish offenders involved in exam malpractices.
3. Social studies should be made compulsory for all students as its curriculum teaches ways of honesty and integrity.
4. The social studies curriculum need to be constantly reviewed to include modern ways of exam malpractices and how to get them prevented,
5. parents and teachers should constantly advice the students on the dangers inherent in their students involvement in exam malpractices.
6. There should be regular seminar and talk show regarding the ways of reducing exam malpractices in the campuses of higher institution of learning.

7. Exam malpractices should be viewed as everybody's problem so all Nigerians should be involved in eradicating it.

5.4 Suggestions for further research.

The following are suggestions for further research:

- Effect of Socio economic characteristics on cases of examination malpractices among students of Colleges of Education in Kaduna state.
- Effect of Exam malpractices on the job performances of students of colleges of education in Kaduna state.
- Female student perceived causes of and solution to examination malpractices: implication for counseling

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INTERVIEW SCHEDULE FOR LECTURERS AND STUDENTS

1. How many students were involved in examination mal-practice 2009 – 2010 sessions? _____

2. How many staff/Lecturer were involved? _____ is there any reason for their involvement?

3. Do they face examination panel? _____

4. Are all of them still in school? _____ if yes/no how many of them have gone?

5. Do you support their expulsion? _____

6. What in your own opinion is the causes, and what can be done to prevent this _____

PERSONAL OBSERVATION SCHEDULE

1. No. of students in lecture room _____

2. No. of students – Lecturer per head_____

3. No of Students in examination hall _____

4. No. of students in each roll _____

5. No. of invigilator in each hall _____

APPENDIX 1

SECTION A

Faculty of Education,
Department of Education,
Social Studies Section,
Ahmadu Bello University,
Zaria

A questionnaire on Impacts of Social Studies Education Programme in the Eradication of Examination Mal-Practice among Students of Colleges of Education in Kaduna State.

Questionnaire for Students

Dear Respondents,

I am a Post graduate Students of Ahmadu Bello University, Zaria currently undertaking a study on the above topic as part of the requirements for the award of Master Degree in Social Studies Education.

Kindly spare some time and fill the attached questionnaire as honestly as you can. Be assured that information collected from you will be used only for the purpose intended and be treated confidentially.

I will be grateful if you can provide the information sought for in the attached questionnaire.

Thank you.

MUSTAPHA LUKMAN

SECTION A: BIO DATA

Please respond to all the items in the questionnaire.

Tick (_/) or fill the information you think is appropriate to your opinion.

1. Your status (a) Lecturer F.C.E. Zaria ( ) (b) F.C.E. COE gidan waya ( ) (c) N.C.E II ( ) (d) N.C.E. III ( ).

2. Sex (a) Male (b) Female

3. Standard (a) N.C.E II (b) N.C.E. III

4. Location of school (a) F.C.E Zaria (b) C.O.E Gidan Waya (c) Others

PART II

Instruction: Please tick (_/) the appropriate option among the options provided form. The Options are with the following rating:

(a) Strongly Agreed (SA) (b) Agreed (A) (c) Strongly Disagreed (SD)

(d) Undecided (UD)

Perception of Respondents, Students, Staff on the Impact of Social Studies in Stemming Examination Mal-practice.

S/N	**Research Question One**	4 SA	3 A	2 SD	1 UD
	To what extent does The impacts o**f** social studies education reduce exam malpractice among students in colleges cases of education in Kaduna state as views by NCE II and NCE III students.				
1.	Social Studies Education has a great impact in determining and re-evaluation of students attitudes positively towards their involvement in examination mal-practice.				
2.	Social Studies Education Programme objectives play a significant role in attitude formation.				
3.	Through Social Studies Education programme Students will not be caught in wrong side of the fence during examination.				
4.	Examination Mal-practice Ranks As one of the most challenging of any society.				
5.	Examination mal-practice makes nonsense of Educational System by Undermining the very purpose of Education.				
6.	Social Studies Education Programme has a great impacts on Students in Stemming examination mal-practice.				
7.	Education Is Not All About Certificate In Our School But Values Orientation – Clarification And Re-Evaluation.				
8.	Programmes And Methods Of Teaching In Social Studies Do Not Necessarily Affect Student's Attitudes And Actions In Examination.				
9.	Examination Mal-Practitioner Had A Derailed Value.				
	Research Question 2 What are the impacts of social studies education in eradication of exam mal-practices among students of colleges of education in Kaduna state as viewed b FCE Zaria and college of education Gidan waya?				
10.	Impersonation is a common form of examination mal-practice in our school perpetrated by male student.				
11.	Swapping of answer booklet is another form of examination mal-practice.				

12.	Social Studies Education Programme De-emphasized Examination Misconduct among male and female student.				
13.	Cheating in Examination is modifiable through Social Studies Education programme.				
14.	Emphasis on Certificate Orientation is affecting our Education and killing our technological Development.				
15.	The Goals And Objective Of Social Studies And Its Historical Antecedent Constitute To A Large Extents Positive Behaviour among male and female student.				
16.	Examination Mal-Practice Is Viewed As An Illegal Or Un-Ethical Behaviour By Somebody.				
17.	It Means That An Act Is Regarded As Mal-Practices When Some Of The Examination Rules Are Flouted For One Reason Or The Other.				
18.	One Of The Objectives Of Social Studies Is To Develop Specific Fundamental Such As The Attitude, Values And Norms Of The Society.				
19	Inquiring method in Social Studies Education is one of the methods that can enhance better learning and reduce the chances of examination mal-practice among NCE II & III students.				
20.	Role play method in Social Studies Education reduces the chances of examination mal-practice.				
21.	Social Studies Emphasizes On The Promotion Of Effective And Active Citizen.				
22.	Social Studies Education Is Seen As A Tools For Individual And National Development.				
23.	The Introduction Of Social Studies Education Was Due To The Direct Need To Solve Global Problems.				
24.	Social Studies Curriculum Was A Centered Innovation Around God-Fearing, Moral, Industrious Individual.				
25.	The Primary Goal Of The Nigerian Educational System Is To Provide Functional Educational System For The Nation So That The Product Of Educational System Can Be Employable Or Self Employed.				

26.	Examination Mal-Practice Ranks As One Of The Most Dangerous Problems Of Any Society.				
27.	The Desire To Pass At All Cost Is Responsible For Examination Mal-Practice				
28.	Poverty And Family Background Are Responsible For Examination Mal-Practice.				
29.	To what extent does social studies students have lower cases of exam malpractices when compared with other subject?				
30.	Concepts in Social Studies Education transfer more values and ideas for conforming behaviour to other departments.				
31.	Good value orientation is one of the features of social Studies Education (Department) to their students.				
32.	Programme And Instruction In Social Studies Foster Learning And Promote Better Understanding In Teaching And Learning Of Social Studies				
33.	There are psychological and environmental causes of examination mal-practice.				
34	Examination mal-practice plants the seeds of un-ethical value in the fertile mind of students.				
35	Social Studies emphasis the inculcation of right type of value and attitude for the survival of individual and society.				
36.	Education is training by which student young people learn to develop and use their mental, moral and physical powers.				
	What is the impact of social studies education programme in eradication of examination malpractices among students of colleges of education in Kaduna state as viewed by male and female students?				
37.	Objectives of Social Studies Education are Solutions to problems of examination mal-practice, should be guided by teacher/lecturer, non academic staff.				
38.	Social Studies Education also plays a major roles in reduction of examination mal-practice.				
39.	To buy examination question is a form of examination mal-practice				

40.	Pre-arrange to set together to collide is a form of examination mal-practice				
41.	To get aware of scheme before the examination is examination mal-practice.				
42	To press lecturers on areas of concentration is examination mal-practice.				
43	To bring books or cribs into the examination hall is another form of examination mal-practice.				
44	Swooping of script is an examination mal-practice.				
45	Impersonation is an examination offence				
46	Assault and intimidation by students in exams is examination mal-practice.				
47	Submission of multiple scripts in the hall is another form of examination mal-practice.				
48	There is examination fund mal-practice				
49	The use of passport photograph on exam-card and I.D. Card is a common form of examination mal-practice				
50	Examination mal-practice may lead to students to loss of self confidence				
51	Examination mal-practice leads to loss of honesty and integrity among the perpetrators.				
52	Examination mal-practice makes students to obtained underserved academic qualification.				

SECTION B

1. In your own view what do you think is the causes of examination mal-practice in our school?

_____

_____

_____

2. In your own word what is exam mal-practice

_____

_____

_____

3. To what extents Social Studies Education Programme can help in controlling this problems

_____

_____

_____

4. List 5 ways of solving problems of exam mal-practice

_____

_____

_____

5. Give ways by which Social Studies objectives can assist in reducing this menace

_____

_____

_____

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	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	340
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
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	369
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	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000 +	384

Krejcie and Morgan (1970:228)