A STUDY OF SOME SOCIO-PSYCHOLOGICAL FACTORS OF CHEATING IN EXAMINATION AMONY STUDENTS OF KADUNA POLYTECHNIC

BY

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DECLARATION

I hereby declare that the research work presented for the award of Master Degree in Educational Psychology has been written and compiled by me. The research is exclusively the report of the investigation conducted

I also declare that this thesis has not been written or submitted in any form whether partly or wholly for ay other degree. All sources of publications and other related reports cited in this investigation have been identified in the reference section.

HALIMA DIKKO
Declarant

CERTIFICATION

This thesis entitled **A STUDY OF SOME SOCIO-PSYCHOLOGICAL FACTORS OF CHEATING IN EXAMINATION AMONG STUDENTS OF KADUNA POLYTECHNIC** by Halima Dikko meets the regulations governing the award of the degree of Master in Educational Psychology 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 late Mother Hajia Biye (Fadimatu)

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In undertaking this study, a number of people have contributed severally towards its successful completion. While I acknowledge very broadly the numerous individuals that have supported me, special mention must be made to some persons whose roles were very prominent.

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ABSTRACT

Cases of cheating have been widely reported in media and educational journals. This study examined why students cheat in examination and the students cheating behaviours. The investigation was carried out using a questionnaire consisting of 39 items of cheating behaviour and 3 open-ended questions. A sample of 345 respondents was used and respondents were asked to indicate confidentially if they have engaged in the behaviours

Six hypotheses were formulated in related to difference in cheating behaviours between male and female students, students resident in and off campus, the married and the unmarried students, parental income (high and low) and age of students (young and old). Two different statistical techniques were used in analyzing the data. These are the descriptive method of data analysis and the t-test. The results showed that lack of confidence and low self concept constitute the major reasons why students cheats in examination. However the statistical analysis t-test showed not significant difference between cheating in examination and the gender, age of students, accommodation of students, marital status and field of study, (Science and Technology, Administrative and Business Studies and Engineering). The descriptive statistics showed that the male, the unmarried students and students resident in the campus cheat more than their counterparts.

Among the recommendation offered are:

i. There should be an awareness campaign and education of parents not to exact pressures on their children on achievement expectations.

ii. Teachers and parents should encourage their children for any little effort they make. Such encouragement tends to enhance self-concept and inculcate confidence in students.

iii. There should be effective methods of conducting examination.

iv. There should be provision for adequate materials and conducive environment for effective learning.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study and in order to avoid misrepresentation of meaning of terms used in the study, the operational definition of these terms are provided below:

ATTITUDE: Attitude is a tendency to react positively or negatively in regards to a person, policy or any other target object.

CHEATING: Is am act done dishonestly or unfairly in order to achieve an aim and have advantage over others.

EXAMINATION: Is the assessment which result from the monitoring a student's achievement during a course of a terminal performance.

CHEATING IN EXAMINATION

Is any act which gives a student undue advantage over other students in answering any set examination questions.

SELF-CONCEPT

Refers to all aspects of the individual's view of his/her self or the individual's description.

FORMAL EDUCATION

is the educational given under the instruction of a qualified teacher who is recognized and well trained for such purpose. This type of education takes place in specific centre recognized for giving instruction and with organized curriculum.

PERCEPTION

Is the process of becoming aware of subjects, qualities or relations by way of the sense organs. Although sensory content is always present in perception, what is perceived is influenced by set and prior experience so that perception is more than a passive registration of stimuli on the sense organs. It is also the process interpreting and understanding sensory information.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Indigenous system of education existed in Nigeria before Western education. Parents were the teachers and the curricular were based on the norms of the society. There existed also vocational training which was hitherto referred to as traditional education. These were centres where children demonstrated skills.

Quranic schools were deeply rooted in the northern part of Nigeria. With the quranic schools, the ability of the child to recite or memorize the Holy quranic schools did not allow for cheating. This is because these types of education expose the children to the home craft background (i.e. method for instructions) of the traditional education and the faith attached to the Qur'anic education.

Achievement was measured individually and competition with self was encouraged rather than with others. Cheating at any form of examination in these types of school would amount to cheating self, so there was no form of cheating in any kind of examination. Method of conducting examination also differ significantly from what exists in the structured western form of education.

Then came western education which has its origin with Europe in the beginning fog the 19th century, precisely be between 1842 and 1892. At this time, eight missions were able to establish in different parts of Nigeria with the first school established in 1843 at Badagry by the Methodist Church, Fafunwa (1974). But the actual or forma/western education which was formal examination based became more strengthened during the colonial era. The present schooling system is the structure of formal education. This is where children gather under the roof to be taught through designed plans and objectives.

Every institution of learning has clearly stated objectives. Wherever purpose an institution commits itself to it takes on the obligation to keep investigating how well it is achieving that purpose otherwise it cannot improve on its objectives. The school therefore should keep assessing how well it is succeeding. Examination then becomes the basic characteristics of formal education. The primary purpose of examination is to assess the extent to which pupils have responded to the instructions provided from time to time or from task to task. Examination should also help student towards a healthy image of himself/herself. It is, however, not to trap students but a diagnosis or an aid (Douglas and Alfred, 1974). When a student is aware of his performance it takes unto him/her the obligation to work harder for better results.

Curzen (1985) saw examination as an assessment which results from the monitoring of a student's achievements during a course of a terminal performance. It can be said it is only through examination that changes can be made to meet the dynamic requirement of the citizens. Brunting (1976) highlighted that success or failure in examination is a criteria for future prospect. Success in examination to students determines social and political esteem. Therefore, examination becomes the most obvious factor in the western educational system. On the other hand, it has also been argued that examination falls into disrepute. This results from the fact that students become over-burdened and depressed when preparing for examination (Douglas and Alfred *op cit*), holidays are disturbed between examinations and publication of results brines much anxiety.

To enter into examination condition is a problem to students. This situation causes a lot of havoc and stress. This is the time students show symptoms of stress and begin to panic when they enter examination halls.

Becoming successful in examination has become the most concerned aim of the education sector. Parents expect nothing less than passing in examination from their children. There must not be failure. That is to say that he who fails is not entertained in any way. Where there is weakness or a psychological measure that one is not prepared to pass the examination, then fear begins to disturb the minds of students as to how to make it. This leads to serious reading throughout the night, pressing lectures for areas of concentration and arranging to enter the examination hall with every possible means to cheat during the examination.

Examination malpractice is a problem behaviour among Nigerian students. Other terms like examination leakages, examination cheats are sometimes used to refer to this problem (Blair *et al.* 1975; Zhorne 1989). A successful performance in examination is so critical to students' placement either in higher institutions or in the world of work. In explaining this problem behaviour which is socially unacceptable though satisfying to the students, Glinnard (1984) considered it as a behaviour that digresses from what the majority approve of or a variation of a normal behaviour. This however indicates that cheating is a kind of unacceptable behaviour in whichever society one belongs to though it is a common behaviour with children as indicated by Wiskman (1923), Lovell (19730, Hurlock (1978) and Michelli & Shephard (1966) who all agreed that cheating, stealing, leakages, withdrawal and school phobia are among the common behaviour among school children.

In her study, Achebe (1982) reported the case of a female student who committed suicide because she failed the west African School Certificate (WASC) examination. Denga (1981) reported the case of a student who deliberately exposed himself to a savage bull in order to be killed just a few minutes after learning of his failure in the entrance examination for admission into preliminary studies department of a Nigerian university. These cases show that success in

examination is a great challenge to all students and getting good grades in an examination is understandably a gateway to further education and entry into the world of work especially in a competitive society like Nigeria.

It is not surprising therefore that in spite of the severe punishment designed by government, examination bodies and school authorities, cheating still flourishes. But cheating in examination is not peculiar to Nigeria. Barnett and Dalton (1981) reported that cheating has been a social problem for most of recorded history. They cited the case of ancient China where applicants for civil service examination positions were required to take the examination in individual cubicles. In another report, death penalty as a deterrent was imposed on examinees and examiners caught cheating.

THE PROBLEM

Nigeria spends large sum of money in the educational sector every year but cheating in examinations still persists. For example in 1990 education received the loins share in Oyo, Lagos, Akwa Ibom, Kwara and Imo states. Similarly N718.8 million was allocated to education by the Federal Government in 19191. in some states like Oyo, Borno, Rivers, Lagos, Cross Rivers and Benue education received the largest share in that year budget shows an increase in funding in education every year. For example, in 1996, N46,100,000 was allocated to education . in 1997, it rose to N100,000,000.00m while in 1998, it was N377,819,670m. This is a clear indication of government's determination to uplift educational standard all levels. Such budgets take into consideration the construction of building, rehabilitation of the existing ones, and the installation of computers to eradicate malpractices.

The issue of cheating in examination had led the Federal Government to promulgate decree 27 of 1973; while in 1983 the punishment for cheating was increased to a jail term of 21 years without the option for fine. In spite of this cheating in examination increased. It is important to note that unless students' attitude to cheating in examination is changed the government will continue to waste money on education ad to fill in the prison yards with examination cheaters, that is if the Decree is fully put into practice. The country will continue to end up producing leaders who are not transparent in their dealings.

Therefore, an understanding of examination, cheating in examinations and their causes as well as effects on the educational system is a necessary concern of not only the teachers but of the nation as a whole. It is only when the problems is identified that possible solutions can be proffered to rectify the situation at all levels so that meaningful development can be obtained.

The constant observation and remarks in the media, examination bodies schools ad the society on students cheating in examination is a source of concern to educational administrators and the nation at large. In 1992, 65,874 cases of examination malpractice were recorded by WAEC in the May/June SSCE out of which 29,099 were found to have been perpetrated with the active connivance of WAEC officials. In 1994, 12 principals, 9 supervisors and 6 WAEC officials were caught committing fraud in the May/June examinations. For that year alone, 24,436 out of 537,003 candidates had their results cancelled in the may/June examinations while 44,271 out of 529.021 candidates for the November/December had their results cancelled as a result of cheating (Osyomi, 1996). In the year 2002, over 49,000 JAMB results wee cancelled due to examination malpractices.

Cheating in examinations by students in schools is a frequent occurrence. This state of affairs has taken a very dangerous dimension in our schools. It becomes

difficult for educational administrators to take decisions based on examination scores alone/only. If this problem is not attended to, it could lead or extend to the wider society. It is the acquired behaviour in school that is transferred to the society. This is to say that if the child cheats in school successfully, he is likely to cheat in his office or place of business.

However, students today lack confidence in themselves, they are nervous, depressed and consequently achieve less. This could possibly to cheating during examination. Observing the above problems, the likely or possible question tht would readily come to mind is what would have been the causes of cheating in examination by student? One may be tempted to apportion blame to:

i. Parental attitude towards their children i.e. rich parents may tend to buy forgery for their children.
ii. Teachers' attitude by fostering malpractice through dubious means.
iii. Laziness of students to study hard.
iv. The school by not providing all necessary support for effective learning
v. Students perception of age.
vi. Difficulty in areas of discipline.

In Nigeria today, examination is popularly perceived as the most important and in fact as the only means of selection and certification. Unfortunately, this perception is faulty for the end selection or certification is sought by the examinees without the means which is the possession of relevant skills, ability and competence. Hence obtaining certificates by all means is the order of the day in Nigeria public examination.

Objective of the Study

The study was designed to achieve the following objectives:

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

ii. To investigate the possible incidence of cheating in examination.

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

iv. Make recommendations that will reduce cheating in examination among the students.

Research questions

The study sought to answer the following research questions

1. Is there any gender difference:
   a. In the involvement in cheating in examination among students of Kaduna Polytechnic?
   b. Between married and unmarried students in the involvement in cheating in examination?
   c. Between students of Engineering and students of Administrative studies involvement in cheating during examination.

2. Does the:
   d. Occupational status of the parents influence cheating in examination among students?
   e. Age of students influence cheating in examination (that is younger and older students)?
   f. Accommodation of students influence cheating in examination i.e. that is residency inside and outside campus?

Hypotheses

The following hypotheses are formulated for the research:

1. There is no significant difference between male and female students involvement in cheating in examination.
2. There is no significant difference between married and unmarried students involvement in cheating in examination.
3. There is no significant difference between students or Engineering Science and Administrative& Business Studies in the involvement in cheating in examination.
4. There is no significant difference between students whose parents are high income earners and those whose parents are low income earners in the involvement in cheating in examination.
5. There is no significant difference between younger (18 -30) and older (31 and above) students in the involvement in cheating in examination.
6. There is no significant difference between students resident on campus and students resident outside the campus in the involvement in cheating in examination.

1.6 Basic Assumptions

This research work is based on the following assumptions:

1. That students involvement in cheating in examination rampant our schools
2. That cheating in examination jeopardizes performance.
3. That cheating in examination is a modifiable behaviour.

1.7 Significance of the Study

Finding the causal factors responsible for cheating in examination among students will help in reducing the menace. In this way, teachers and

administrators will benefit with best way and methods of tackling the problem.

Examinations remain the process of finding out the academic and skill required by an individual or group which is dependent on a format and organized procedure. It is therefore the exact and true picture of an individual's achievement which ordinary observation cannot provide. It is important to note that sincere honest result of an individual make such a person to be properly placed in his place of work and meaningful development can take place through effective effort.

1.8 The Scope and Delimitation of the Study

The study covered the whole Kaduna Polytechnic. However, the study was delimited to three colleges only i.e. college of Science and Technology (CST) College of Engineering (COE) and College of Administrative and Business Studies. These colleges have been generally perceived by many as centres where cheating in examination is more rampant.

1.9 Summary

This chapter introduced the topic of the research by giving the historical background of education in Nigeria, cheating in examination in Nigeria as well as possible consequences. It also explained the problem, objectives of the study, research questions, hypothesis of the research, assumptions and significance of the study. The chapter also gives the limitation of the research.

CHAPTER TWO
REVIEW OF LITERATURE

2.0 INTRODUCTION

The chapter reviews critically the views of some psychological on cheating in examination, specifically, the approach to the study of cheating behaviour by Stephen, New stead and Penny (1996). Haines (1986) who reported causes of cheating in examination and how it started, concepts of cheating and causes were also reviewed.

Most of the research on cheating in examination were conducted in western countries. Only a few studies carried out in Asian and African countries have been reported in the literature. This study is aimed at examining the effect of some socio-psychological factors of students that might cause cheating behaviour.

An attempt therefore has been made in this chapter to provide the theoretical background of this study by presenting the review of available literature under the following sub-heading:

2.1 Theoretical approach
2.2 How examination started
2.3 What examination is
2.4 The concept of cheating
2.5 The causes of cheating in examination
2.6 Nature of types of cheating in examination
2.7 Educational implication and summary

2.1 Theoretical Foundation

2.2 How Examination Started

Education is the process by which the individual acquires the many physical and social capacities demanded of him by the group into which he/she is born and within which he/she must function. In other words, it is a collective techniques which a society employs to instruct its youth in the value and accomplishments of civilization within which it exists (Doyle 1973). Education can therefore be said to a process of acquiring knowledge by a systematic exposure to experiences that inform and transform the behaviour of an individual through the use of the various sensory organs and through a period without a deliberate evaluation process.

The modern history of testing is the history of testing for intelligence of mental ability. Tracing the origins of testing will help place in context some of the present issues and controversies of testing/examinations.

Tests or to test individuals on certain issues were mounted primarily to measure individual differences in skills among them. Tuckman (1975), however, indicated that in January, 1976 Maskelyne-th astronomes royal of Greenwich observatory in England gave way to Kinnebrook because the latter was recording the movement of starts. Later, Bessel in 1820, went on to compare the observation of this with those of a fellow astronomer and found them to differ consistently by a fraction more than one second. That shows that there are actually differing abilities among individuals.

In 1863, Sir Francis Galton began his systematic study of human individual differences, his book, 'Inquires into the Human Faculty and it Development" published in 1883, has been regarded by some scientists as the beginning of mental tests. Galton opened his anthropometric laboratory

to collect the characteristics measurement of people. A sample of 9,339 was used in finding out the personal data of individual. Attributes like height, weight, arm span were included. The result only shows that women are inferior to men in all capacities which means that generalization on this aspect is not worth it. This shows that people have differing abilities and should accept the outcome of any test of knowledge.

The beginning of individual instantiation of ability started in the year 1904 by Alfred Binet-a premier psychologist and expert in human individual differences with his studies of the difference between 'bright' and 'dull' children. When Paris became concerned about non-learners and decided to set up special schools with simplified curricula, they turned to Binet. Teachers could not easily and accurately pick out children with mental deficiency. Here, observation cannot exactly give answers to out problems in learning situations.

Examination can be helpful if its use increases the learning and performance of children. It is possible that tests and examinations have been imbibed with more powers than they actually posses and used as an excuse for maintaining the status quo. David McClelland, a psychologist must noted for his work on achievement and motivation has cited findings on a relationship between scores on college boards and both schools grades and occupational status. Test performance and school grades require the same kind of game-playing skills, McClelland claimed, and success in both is a thread in the fabric of conformity to upper and middle class values. '

Why' asked McClelland 'call experience at these test games intelligence' (McClelland,1973).

2.3 What Examination is

Various definitions like that of Denga (1975) have shown that examination is the testing of knowledge or ability of an individual in a field of knowledge. Questions either written or oral are designed to determine the students achievement in a certain area. Objective examination requires a single answer, while essay examination allow students to give in a written form answers to certain question or to discuss broad topics.

Test and examination are terms used interchangeably. These terms appear to be different but they are the same. They both refer to a kind of measurement device typically used to find our something about a person. Moreover they are devices in which a person provides samples of his/her own behaviour by answering questions or solving problems. The difference however, may be in usage. Examination may be employed to cover a much wider area of instructions provided, while test is to a specific area or a particular area of instruction given.

In explaining further the concept of examination, the encyclopedia defines it as a means of evaluating a sample of behaviour deliberately evoked in an attempt to assess achievement. Writing answer to sets of question arranged together as examination papers are frequently involved. The result are often used for purpose which imply that estimates of future potentials can be based on knowledge of present attainment. When somebody (or individual) has provided training also controlled the subsequent examination, the latter is said to be internal. An external examiner or organisation is independent of the sources of training. Test and examination are very beneficial to the whole educational process. Newana (1975) has given a variety of functions which test serves. Among these are motivating pupils to learn, determine how much a student has learned, and determine those areas difficult for the child as well as detecting special abilities of the child. It is important to

note here that test given in order to punish a student for bad behaviour can lead to hatred of examinations in particular and or education in general. It is also wrong for a teacher to fail a student on any ground other than that he/she has not reached an appropriate level of achievement.

In this book, Measuring Educational Outcome, Tuckman (1975) gave various reasons why test is important and obvious in the teaching –learning process.

(i) To give objectivity to our observation in education, observation is obvious. But since the concern is shaping human behaviour, there is the need to constantly observe it at all times. At times, evaluation is made on the behaviour that is being observed in terms of set of criteria that my be unspecified and operate only within our minds. These observations often lack specificity and exactness and in some situations that is not necessarily a problems. However, to measure behaviour objectively we need measuring instruments. And these measuring instrument save those that record behaviour from a neutral vintage point so that standard and values in evaluation can be applied.

(ii) To elicit behaviour under relatively controlled conditions. Tuckman here is giving highlight on the importance of testing in school situation by offering explanation on assignment and test. Assignment does not give a true performance of a student because the teacher does not known how it is written. Is it written with the help of a classmate, is it copied from a book, did he/she have enough time to write it or too much time and so forth. These kinds of variables will not only change for different assignments. The testing situation is the one that occurs under conditions over which the teacher can exercise reasonable control.

iii. To sample performances of which the person is capable, it is important to find out which learning activity (being given to the child) is really absorbed

or the child is capable of absorbing so that he/she can best be placed. Therefore, only best and exams can tell a teacher the child's area of weakness. Test and examination are therefore measuring devices that are necessary in any school setting.

iv To obtain performance and measure gains relevant to goals or standards/ the problem does not only stay in knowing whether a student can do it or not, it goes on to find out how well that student can do it particularly after being instructed to do so.

v. To apprehend the unseen or unseeable. It is only through test that what is inside people can be obtained. Observation cannot tell us fully attitudes or values, developmental levels or social patterns. The proper measuring instrument gives us the insight that the naked eye may rarely afford.

vii. To defect the characteristics and components of behaviour. Here Tuckman explained test in terms of behaviour which ordinary observation cannot defect.

viii. To predict future behaviour test or examination can tell the future performance of a person or capability in productivity. If such is the case, then undesirable element must be eliminated. For example, if during the examination, cheating is done, then harkly the actual capability of a person is sought or obtained.

ix. To make data available for continuous feedback and decision making. Examination is obvious in order to improve instruction. There are always two important reasons for examination. One of these, is to improve the quality of student performance and to help teachers make instructional decisions. The performance cam best tell the student the possibility of future success either in place of work or in the society.

All the above show that examination cannot be eliminated in the school setting. The knowledge so acquired through the process of teaching and

learning cannot be quantified easily without a deliberate evaluation process. The evaluation of the academic and skill acquisition by an individual or group which is dependent on a formal and organized formal could be referred to as an examination and its primary objective is to assess among others:

1. The amount of material learnt;
2. The rate of retention by learners of materials learnt;
3 The rate of change of learners behaviour as consequence of the teaching that has taken place
4. The speed of reproduction of the material learnt;
5. The repetitive ability of the learner of material learnt, etc.

Examination therefore ascertains the performance ability of the learner in his new field of learning which the intent of evaluation or certification. All forms of examination and at all levels is to, or must be designed and executed in a manner as to bring out the real performance ability of the learner without any external aid or false knowledge by the learner being examined. The performance of the learner is usually graded as a means of giving a relative qualification or his/her ability. The grading system which may vary from situation to situation is based on a general concept of comparison with similar learners at the same level.

With the above example, ti is implied that there are many methods and types of examinations. It is necessary to assert at this point that as the method, types and levels of examination differ so also the fraud, cheating and malpractices. It may be difficult to draw a sharp line of distinction between examination and test, but one thing that is clear is that, all forms of examinations or tests are mainly to assess and evaluate the performance ability of the learner.

2.4 The Concept of Cheating

Blair *et al* (1975) and Zhorne (1989) have defined cheating as an act dome dishonestly or unfairly in order to win an advantage in examination over others or to achieve an aim. Bennet and Dalton (1981) described cheating as the most serious threat to the society and social dynamite that can blast the very society if left unchecked. Under educational wastage, cheating is usually regarded as the major dynamic process adding gravity to the whole phenomena. Studies conducted on cheating problem indicated its increasing challenges to educational planners in many countries. Cheating in examination has also been defined as any act which gives a student undue advantage over other students in answering any set examination questions (Federal polytechnic Nassarawa students' Handbook, 1997/98)

Cheating in examination among others is either copying from someone's paper without his or her knowledge, taking an examination for another person, introducing unauthorized notes into examination hall, seeing the examination questions before the examination, continuing to answer questions after 'time out' calls, allowing someone to copy from ones paper during the examination (Denga, 1981).

Dogara *et al* (1975) also used the term malpractice to refer to the act of cheating in examinations. They described cheats as those students who begin an educational career or program me; who by wanting to excel above others indulge in cheating. In a broader sense, the term embraces all those who because of the value attached to certificates, low intellectual activity among others coupled with adverse attitude, fail to acquire the learning and intellectual development that they and the society might fully expect. Schreiber, cited in Blair (1975), pointed out that these cheats usually do not know the adverse effect of what they are doing.

They usually drift into adulthood confused, bewildered and unsure of themselves because the certificates were not justifiably earned.

The dynamics of the society today make students cheat in examination. Young people experience anxiety to cheat due to constant changes in the society. As a result of this, many students prefer to cheat in every examination so as to excel and be reckoned with in the society where more emphasis is laid on paper qualifications. In this sense, cheating might be considered an attitudinal or consciousness change. It suggests a relinquishing of educational values, standards and behaviours. Bank (1968) and Denga et al (1981) suggested that students cheat in examination for some of the following reasons:

* Pressure from parents for good grade
* The need to be reckoned with among peer groups.
* The anxiety and fear of failure.
* An absence of severe punishment for cheats.
* Low moral judgment.
* Low intellectual activity.
* The value attached to certificates.
* Environmental factors.
* To get out of examination stress.

However, the attitudes of cheating which involve indulging in so many unethical behaviour is usually not sanctioned by the society and many cheats that are caught come to the attention of only the police and school authority. This represents a behavioural mode for dealing with internal conflicts only and academic stress.

It is important to point out here that cheating is closely associated with moral character; as indicated before by Bank (1968) and Denga. In explaining moral

development of children with some school children Krebs (1971) revealed a study made with some school children. He divided moral conduct into six stage, viz: pre-conventional stage 1 and 2, conventional stages 2 and 4 and self-imposed stages 5 & 6. He discovered that pre-conventional stages 1 & 2 cheated a great deal and the majority of the children at the conventional level of moral judgment, i.e. stage 3 cheated only slightly. In contrast, few students at the level of self-imposed moral principles (stages 5 & 6) did any cheating. Among a group of college students also studied, only 11% of the subjects at the level of moral principle cheated on an experimented test whereas about one half of the conventional level subjects did so.

Cheating then though associated with moral character, it is not a good indicator of it until the child has developed in adolescence a set of inner moral principles lack that prohibit it. During adolescence, cheating behaviour may reflect either a lack of full development of moral values-that is a failure to reach the level of morel principles-or a discrepancy between action and moral values, possibly due to a variety of deficits in ego strength or ego abilities.

Cheating is so often a temporary postponement of coming to terms with the prevailing academic culture. Conger (1973) noted that the sub-cultures are parasite because they depend basically upon the continued existence of the society they cheat. For example, most sub-cultures seem to depend on heavy use of drugs. They get this supply from the society. Members of such groups appear aimless, depressed, bored, anxious, seriously confused or physically ill. They sometimes mask efforts to get out of such situation. This also goes for truants (dropouts).

Steininger et al (1964) observed that cheating behaviour is viewed as one of the aspects of a larger pattern of unethical behaviour, consisting in part of the urge to cheat, copy and let others copy, attitudes about the justification for cheating and

guilt feelings about cheating. This pattern is hypothesized to function in part as an acting out of hostile impulses which also reduces test anxiety provoking factors in the college environment. The specific hypotheses guiding this study are:

1. Hostility towards the course in general and the tests in particular will be greater when students perceive course content as meagre and uninteresting rather than new and interesting, the test is hard rather than easy.

2. Anxiety about grades is greater when students perceive; course content as meager and uninteresting rather than new and interesting, because students are less likely to study what they consider uninteresting because good grades are more difficult to get on hard tests.

3. The more hostility and anxiety a situation provokes, the more the students will say that cheating is justified, that they have the urge to cheat and that they let others copy from them.

4. Printed descriptions of classroom situation are capable of arousing attitude and feelings of the same kind and direction as comparable actual situation would, though probably not of the same intensity. Thus, reading about a course in which the teaching is poor and the test are hard arouse hostility and anxiety

5. Fear of being caught and the nature of mutual trust which exists between the teacher and students
6. Guilt feeling decreases as the justification increases

The findings, of Steininger and his colleagues (1964) summarily revealed that the more negative a situation, the more the subjects considered

cheating justified, the more urge they would say they have to cheat and (the more they said they would cheat) though only the datum in the analysis of variance seemed not to be consistent of unpredicted that is guilt feelings are greater when tests are perceived as hard than when they are perceived as easy. The above study by Steininger and his colleagues (op cit), however, indicates that teachers and the overall curriculum can be a factor of cheating among students. Among others are interest levels of course content, meaningfulness of tests, tests difficulty, quality of teaching and invigilator leaving or staying in the examination hall during tests.

Cheating in examination is a hydro-headed monster that rears its head in most of our academic institutions. According to Dr. Liman, from which ever angle this eight-letter word is viewed, it does not posses any goodness, it bears bad coloration through the lenses of the telescope, it is uglier than ugly itself in all its manifestations and in all words that blow nobody or not nation any good. No right thinking homosapien would like to be associated with cheating, malpractice or leakage. No wonder there is a proverb which says cheating does not pay. In the religious realms, it is an abomination that should not be touched even with a ten-foot long pole.

Cheating can also best be explained under motivational factor. Quite a substantial evidence has shown that those who cheat are people with high achievement motivation. Friedman and Rosman (1959) discovered that striving for achievement has been found to correlate positively with both observed and reported cheating. It was later discovered that not all achievement motivational situation lead to cheating. This observation was made by dweck (1981) and therefore drew the distinction between students with performance goal (those who wish simply to achieve good grades) and students with learning goals (those who wish to learn from the studies).

Similarly, Ames (1984) and Nicholls (1984) had made the distinction between ability and mastery goals as well as between ego involvement and task involvement. They both discovered that individuals with learning goals are more likely to persist in challenging tasks and may even seek them out, and it is reasonable to suggest that such students will be likely to resort to cheating as a way of coping with challenging situation. In order to give the above findings more weight Weiss et al found out that those who studied to learn rather than to obtain good grades were less likely to cheat as measured by Eison's (1981) Scale.

As indicated earlier that moral character is closely related to cheating, though the findings of Malinowkki and Smith (1985) and later of Grimm, Kholberg and White (1986) showed that scores on moral reasoning tests correlate negatively with the occurrence of cheating. It is important to make it clear that cheating in the above studies involved cheating on experimental tasks and not on assessments. In support of this, Haines, Dkckhoff, Labett and Clark (1986) indicated that students who cheat in the classroom tend to rationalize their behaviour blaming it on the situation rather than themselves. Rationalization, however, is likely to be a consequence rather than a causes of cheating.

The two concepts explained above as implicating cheating behaviour provide a useful base from which to view the present study on cheating. Most of the researches quoted seem to be descriptive, and focus on group difference in the incidence of cheating. Therefore dimensions such as accommodation of students' parental income will be looked into. These dimensions will be incorporated in the research to find out cheating behaviour among students.

2.5 Causes of Cheating in Examination

Different causes of cheating among students have been highlighted by many psychologist and scholars. They include pressure form parents for good grades, the need to be reckoned with among peer groups, anxiety and fear of failure, attitude of workers, environmental factors, the value attached to certificate, low intellectual ability, low moral judgment and absence of severe punishment for cheat (Banks 1968; Blair 1975).

Some scholars such as Hall (1906) believed that early adolescence is a period of storm and stress for all people. Because of this, teenagers may easily be confused, disturbed or even become maladjusted to the extent that he/she cheats. However, current researchers tend to dispel this notion. For example, Aldelson (1966) and Freud (1960) pointed out that these problems should be thought of as developmental disturbances. They occur because of the individuals experiences in coping with new interval state or external demands or both. Offer (1969) also believed that many people experience this stage of life in ell integrated development of new skills and competencies that are made possible by physical, intellectual, environmental, social and emotional maturation.

In longitudinal study of well adjusted middle class youths who are all males, Offer and Offer 91975) found out that four out of five youths demonstrated patterns of uniform personal development and accomplishment from the time they entered high school until they were twenty two (22) years old. This means that only few adolescents experience the period of storm and stress and so it cannot be seen as a common characteristic of only the teenagers. Newman and Newman (1979) observed that a reasonable number of youths experience psychological problems. Their estimate is that twenty percent of any

number of youth will experience psychological conflicts leading to many behavioral problems which may include cheating in examination.

Jacques (1956) observed that the low scores in school is also a common cause of cheating. International labour Organization sponsored a study in Nigeria in 1970. Linked cheating to pressure from parents, parental status and examination procedure. Brimmer and Pauli (1972) classified the possible causes of malpractice into social and mobility. Similar observation has been made in Nigeria by some scholars who studies cheating problems. They claimed that immorality, absence of severe punishment for cheats, low educational motivation are the main causes of examination malpractices among students (Denga et al; 1981). Denga noted that students who are unable to cope with academic workload and emotional problems may respond by cheating in examinations and could even engage in criminal activities.

Similar causes of cheating in examination were enumerated by Pivol (1982) which include poor academic performance, limited number of invigilators for crowded examination halls, low academic ability, inherent human tendency to cheat and wrong environment. Dogara (195) while discussing about examination malpractice, highlights pressure from significant others. The significant others include parent, guidance, teachers, peer groups including boy/girl friend who expect the students to reach a very high level of performance in the examination. Other reasons given for cheating can be categorized as psychological. They include stress which is often induced by parental pressure and pressure from significant others. Students operating under this sort of pressure experience enormous stress and anxiety in trying to meet the various expectations. Studies by Kelley (1976) and Montayo (1978) in the USA tend to support these findings.

Osayomi (1996), Balogun (1995) and Ogunsola (1995) stated that students today are unprepared because they are lazy and inept. It shows therefore that most students who engage in examination cheating are those who are ill prepared for examinations. These findings have taken the side of the students only, but it should also extend to the educational system as whole. Going back to the colonial era in Nigeria, when examination became more straightened, there was high level of selectivity at all stages of education from primary to university. There was adequate facilities for teaching and learning, qualitative teaching, low student population per school and so on. Then, only students with high motivation and high cognitive ability got through the selection process for admission into either secondary or university. This gave an almost perfect match between pupils cognitive abilities and the syllabi, Shayer and Adeh (1981) conducted a research to establish the percentage of British post primary school students age 14-16 who were able, at their age, to reason formally, vis-à-vis the Piagetian model of cognitive development. It was reported that only a very small percentage of people of this age can reason formally. This shows that examination demanding formal reasoning answers if not stretch to the right groups of students as well as improper placement turn to be the root cause of cheating by students. Similarly, Okeke (1986)conducted a study using 120 students registered for Biology in the GCE where she attempted to relate understanding of the reproduction, transportation mechanism and growth to the cognitive developmental level of the candidates using their correct response to test items as evidence. She found that the majority of the candidates (about 70%) were still at the concrete level of the Piagetian cognitive developmental stage.

The above studies showed that selection is closely related to success. The results showed that the proportion of pupils who has achieved examination (the pupils of that era) were both psychologically and cognitively prepared for learning and could face any population. This state of preparedness was responsible for high level performance by students. Gradually, the above situation has taken to the other side of the coin in Nigeria. Schools have multiplied in disequilibrium with the facilities and qualified teachers. High selectivity of pupils for admission to post primary institutions is mainly restricted to special secondary schools and colleges (Federal Government Colleges, FGCS, special secondary school and colleges). These schools, at the tend of the day, constitute just 30% of the total number of secondary schools and colleges nationwide (Turton 1992). The remaining 70% are populated by hundreds of students who are hardly selected, are ill-equipped and lack adequate teachers. Both categories at the end sit for examinations that are technically designed for high cognitive ability students. Thus, the 70% fail because they have low cognitive abilities. Therefore, students feel threatened and this may explain the increasing cheating behaviour to match up with their counterparts in the so called advantaged group.

Early formal reasoning varied according to whether the school was selective or super selective in its intake practices. In the case of selected schools, the proportion of those achieving formal reasoning at ages 14-16 was about 80% and above 90% for super-selective schools. The studies by Shayer and Adey (1981) showed that for schools where mutually no selection is used in the admission process, only 30% of the entire pupils are at the early formal stage of reasoning and that for selective schools only between 80-90% are at the early formal reasoning stage. Quite a number of candidates sitting for examinations and who engage in cheating are hardly cognitively prepared. This is because they are not properly placed and

therefore only subjected to syllabi content that are difficult for comprehension at their cognitive development level. Therefore, laziness is not only the factor in malpractice but also selection and syllabi content.

The exam ethics project has also identified poor teaching by quack teachers, not trained in the art of teaching as one of the fundamental causes of cheating in examination. It is true that there are specialized colleges of education, but these colleges cannot replace the facilities of education in our universities. To most Nigerians, teaching is something to hold on to until a better job comes up (New Nigerian Newspapers 12,11,97,p 5).

In his article 'Examination Malpractice in Nigeria Schoos; Rimansitseto M. Shmaki gave lack of confidence and truancy as causes of cheating in examination by students. He stated that a lot of students look at themselves as being very inferior and academically myopic, stunted and can never improve. Such students pay their friends to write examinations and tests for them in collaboration with the examiner. He further explained that truancy is an act of glorifying teachers of giving flimsy excuses as one absents himself from school. A lot of students, due to their academic base, lack full concentration in the class while the teachers teach. They sit there in body form leaving their spirit to wonder to different destinations for different businesses. They have little or no time to go over their books to find out where the difficulty lies but rather go about doing different things and would only prefer to cheat in examination halls as they have nothing to write (New Nigeria Newspaper, 25,08,98).

Pressures from significant others have been known to be a cause of cheating in examination. These significant others include parents, teachers and peer groups. Students have been known to form different kinds of

cliques in schools. These cliques have their interest to protect, with each other trying to rise above the others. It is such cliques that make student want to excel in his endeavours. He does not mind the implications of such as he will profit from it on the long run. These peer groups include boy/girl relationship. They would expect the student to reach a very high level of performance in examination it is this high expectation that makes the student feel that he must do well so as to get the approval of his fellow students. They therefore very often resort to cheating if he cannot merit it. Shamaki, op cit, however, added that a lot of students are lousy and have no goals, so they do not read but prepare to cheat in examination halls.

Furthermore, most students who fail examinations do so not because they are dull, but because they view themselves as unable to do the task right from the beginning. A study of self-concept had indicated that success in school work appears to depend as much on how a person feels about the attribute and qualities he possess or on those qualities themselves. This goes to explain the teachers attitude to aid examination fraud. Teacher gove the impression that such a student cannot make it right from the beginning. One hears comments from teachers that he/she is a dull child or you cannot pass the examine and so on. From here the students begin to look for ways in order to pass. These teacher's attitude creates in the students the spirit of fear and lack of self-confidence and therefore resort to cheating at the end.

Also, most teachers are not committed to imparting knowledge to students. The irregularity in attendance by some teachers deny the students the necessary knowledge they require to face examination. The result is indulging in crash programmes by hurriedly and hazardly teaching the student.

Ugewgbu (1975) pointed out two major causes/factor that lead to cheating in examination among thigh school students. These are the need for them to avoid failure and the need to keep up their good performance. It is true that no student wants failure, so the motive to avoid it is within the minds of all students. That is why some read in order to pass while others cheat in order to pass. But apart from the motive to avoid failure, Bernette and Dalton (1981) reported that student cheat in examination because of the desire to satisfy the requirement to gain entry into high school or higher studies.

In his article 'Examination Malpractice. Way Out' Haruna (1996) indicated that some educational institutions aid cheating among students so as to score high ratings at either SSCE or grade II Teachers Certificate Examination thereby making a good name for their schools. This practice is very common. They not only have to compete for high ratings as evidence of quality but as a weapon for attracting enrolments.

Cheating in examination, examination fraud or malpractice may simply mean those acts which contravene the rules governing a specific type of examination with the intention of distorting performance ability of grade and consequent falsification of the actual knowledge and performance ability of the leaner being examined. It involved different styles and strategies but the sole aim remains the same.

2.6 Types of Cheating in Examination

Cheating in examination has various dimensions. Therefore, it manifests itself is so many forms. Cheating in examination has been classified into three forms by Benedict (1996). He named it A;B;C; in which he described 'a' as act that has to do with impersonation (i.e bringing someone into the

examination hall for another). Type 'B' is writing outside the examination hall. This could be writing the examination outside the hall by the candidate and brining the finished work at the end of the examination or collecting two answer booklets and giving one to the hired personnel to write outside the examination hall while the real examinee sits in the hall with the second answer booklet pretending to be writing. At the end of the examination, the one written outside is submitted. The 'C' type of cheating in examination involves cheating in the hall by candidate known by different names and acronyms. They include Omokirikiri, microchips, microfile, reminder, etc other names used are:

- Missiles
- Mgbo
- Ekpo (implying academic bullets)
- OAU – copying verbatim from others
- Igwebuike
- Giraffing- ability to stretch neck and copy from long distance silico chips
- Rom-read only memory
- Ram –read assess memory
- Oyo-on you own
- Machine Ukazi
- Table matology –writing examination information on the table
- Lockerstic –writing examination information on lockers

It is clear that cheating in examination can be done before, during of after the examination. Therefore for the purpose of convenience, this can be classified into three.

(a) Pre-examination cheating

(b) Cheating during examination

(c) Post-examination cheating

(a) Cheating Before Examination this includes all those malpractice that take place before the examination is written

i. Leakage of question papers/marking scheme

ii. Buying of question papers

iii. Writing on tables, lockers, clothes, walls and even part of the body.

iv. Giving bribe to examination officer before the examination

v. Refusal to be searched by invigilators for clearance

(b) Cheating During Examination

These include all those irregularities of cheating perpetrated during the examination. They however, involve the following:

iii. Impersonation

iv. Writing outside the examination hall

v. Bringing into the examination hall papers, books, cellulers, programmable calculators and other materials with examinable information on them.

vi. Giraffing

vii. Copying from partner

viii. Assaulting or attempting to assault the invigilator

ix. Mutilation of answer scripts

x. Leaving examination hall with out permission

xi. Refusal to submit answer script

xii. All forms of communication between students during exam

xiii. Aiding or abetting cheating

xiv. Causing any form of disturbance

xv. Not observing time regulation for the examination

(c) Post –examination Cheating

This includes fraudulent activities after the examination has taken place. They include the following

(a) Re-writing the same examination taken by a candidate after the examination period

(b) Changing of altering of marks of candidates by examiners or examination officers

(c) Inducement of examiners such as begging, appealing, offering gifts (money or materials) for marks.

(d) Issuing of fake certificates

(e) Buying of certificate from within and outside the country

With the advent of modern technology, cheating in examination has assumed more sophisticated dimension. Examples are the use of cello phones, mini-computers of programmable calculators and headphones in order to pass an examination

Cheating in examination yields no positive effect. It leads the examination bodies concerned to cancellation of results and the practitioners rooming the streets, becoming thieves and robbers.

It was reported that examination bodies such as west African Examination Council (WAEC) and Joint Admission and matriculation Board (JAMB) have cancelled results of one million candidates for involvement cheating in examination in 10 years (The Source Magazine, 1997, p. 46).

Statistical records from WAEC have shown that between 1991 and 1996 a total of 593,731 candidates were sanctioned for various malpractices. And at the same time, analysis shows that out of the 4,200 secondary school in Nigeria, 502 were while 133 were derecognized. In 1988 also, JAMB

cancelled the results of 21,000 candidates who sat for the examination for polytechnics and colleges of education (Punch, 07,09.98).

Education Implication and Summary

The educational implication of these review of literature related to the study lies in the fact that cheating in examination is with no positive effects on the practitioners (individuals, schools and the society) but inflict all the negative repercussions one can think of on the society. An in-depth understanding of the negative consequences can only be understood when we appreciate the objectives of education whose only yardstick of measurement in through examination. Onyehere (1996: 17) quoting from Webster's Dictionary of English Language defines education an 'Instruction of training by 7 which people (generally young) learn to develop and use their mental, moral and physical powers'. Looking closely at the above definition one can see that mental, moral and physical powers are the main objectives of education. These properties can only be developed through finding out how the child succeeds in comprehending the instruction. Since cheating in examination entails breaking rules, it surely does not allow an atmosphere for the development of these prosperities which lead to mental starvation and moral decadence.

Cheating in examination avails certification and not education. This gives the bearer a false sense accomplishment. His certificate presents a false personality (impersonator) to employers of labour, educational institutions where he might to for further education and other interested elements in the society.

Since no training has been received commensurate with the certificate being paraded by examination cheaters, they cannot perform any work given to them based on these certificates, therefore there is low productivity in the organization they work for and its attendant consequences. It becomes even worse they sue

these certificate to secure admission for further studies. This will mean further perpetration of the act and involvement of other students and persons who would not ordinarily have indulged in the act. This will consequently lead to declining standard in the educational system.

One cannot fight corruption in the society he lives when those who are in charge of policy making and execution are holders of fake results, this is because they do not have the moral grounds to do so and they lack the knowledge.

Technological advancement is the hallmark of any modern society. It cannot therefore prosper in that direction if cheating in examination has becomes the order of the day in such a society. Therefore, the battle is lost only to be wasting money and other resources to fight the monster through setting up security apparatus to check the practice.

Summary

In summary, this chapter has attempted to review related literature. In doing this, attention was focused specifically on the studies which bear some relevance to the specific factors of interest. The findings of the above discussions have shown that examination is a techniques of finding out the outcome of learning. As such, various theoretical foundations and discussions on examination have been discussed as well as the concept of cheating in examination, causes of such cheating and the effect on the whole educational system. They discussions have also shed more light on education planners and executors, the consequences it has in bringing the technological advancement of the nation to a point of stagnation. It has also been shown that motivation and moral upbringing are closely associated with cheating. Therefore, studies based on that have been reviewed.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate the effect of some socio-psychological variables on cheating in examination among students of Kaduna Polytechnic. The research design adopted for the study are discussed under the following major sub-titles:

3.2 Research design

3.3 The population

3.4 Sample and sampling techniques

3.5 Instrumentation

3.6 Validity and reliability of instrument

3.7 The pilot study

3.8 Procedure for Data collection

3.9 Procedure for Data Analysis

3.10 Summary

3.2 Research Design

Survey method of research was used for this research. This method involves collection of data from a samples of a given population. This method enables the researcher to elicit responses from the subjects used.

3.3 The Population

The population for this research was the whole students of Kaduna Polytechnic. These are divided into various disciplines of study or units of the institutions vis: College of Science and Technology (CST), College of Engineering (COE), College of Environmental Studies (CES) and College of Administrative and Business Studies (CABS). As of 1998/99 academic

year, there were eleven thousand four hundred and sixty five students (11,465) in the whole of the whole of the polytechnic (Student Record Academic Office, Kaduna Polytechnic.

These colleges of the Polytechnic are located in different parts of Kaduna. The college of Science and Technology and College of Engineering are situated at the main campus of the Polytechnic (Tudun Wada). College of Administrative and Business Studies is situated at Anguwari Rimi, while College of Environmental Studies is situated at Barnawa, Kaduna South. Therefore the sample of the research was from three college of the Polytechnic

According to the record obtained from Kaduna Polytechnic 1998/99, College of Engineering (COE) had 1959 student. College of Environmental Studies (CES) had 1952 students. Science and Technology (CST) 2091 and College of Administrative and Business Studies 3955 students making the grand total of 10557.

3.7 Sample and Sampling Techniques

Simple randomization sampling technique was used to get the sample for this research. The respondents therefore were selected in terms of their disciplines of study.

Table: Distribution of Study Population by Colleges

Colleges	No. of Students	%
ENGR	1959	18,551
CES	1552	14,697
CST	2091	19.801
CABS	4955	46.923
Total	10557	100%

Three College were randomly selected. Each college had a total of more than 1000 students (Table 3.4a). Such number therefore was considered as an entity sampling. 125 sample were sampled then obtained from each college including both year one and final year students. Thus brings the total of samples size.

3.5 Instrumentation

This research was based on the information collected through the use of a questionnaires. The questionnaires was originally developed by Stephen E. Newstead, Arecne Franklyn Stoken and Armstead Penney (1975). The researcher then adopted the questionnaires and made some modifications to suit the present study. Original items to discover cheating in general course of work were eliminated because the present study entails cheating during examination only. Some items which the researcher felt relevant in finding out information were also added.

The questionnaires termed Scale Value of Cheating Behaviour (SVCB) was therefore an adopted questionnaires which gives room for confidential expression in terms of cheating during examination. The instrument is in Likert-Format of 5 option.

5 - Very often
4 - Often
3 - Not Decided
2 - Occasionally
1 - Never

The scale value of cheating behaviour consists of two sections (Appendix 1) Section A is Bio data of the respondents while section B has items on cheating behaviour. The respondents have to select responses from 1-5 by

making a tick ( ). The items in section B and 41. 1-39 were items of the actual cheating behaviour and 2 items were open-ended questions while the last item was semi- open ended. This is the item where 12 reasons for cheating in examination were listed. Respondents here would tick their reasons for cheating during examination. They were free to tick all the reasons or add other reasons not indicated on their list.

3.6 Validity and Reliability of Instrument

After all the modifications of the questionnaires, content validity was ensured. This has to do with determining the extent tow which a test represents the objectives and content of a specific course of instructions (Grunlund, 1976). That is say that the content of the questionnaire is in line with the hypotheses and objective of the study. The instrument was further checked by experts and colleagues for correction.

The reliability of the instrument on the other hand lies on the strength of the various studies conducted using the questionnaire. This refers to the consistency of scores obtained for the individual on successive administration of scores obtained for the individual on successive administration of the measuring device. (Don F. B and William C. (1972 - 29) A reliable test, however, tends to give the same score to the same individual after several administration.

In order to determine the reliability of the measurement the study made by Stephen *at a*l 1996 was examined. They obtained the same result after using several technique of analysis

3.7 The Pilot Study

The reliability of the questionnaire was further determined by conducting a pilot study. This is done to check the problem areas and confusion that may possibly give an accurate result. Winner *et al* (1987) .

Colleges of Environmental Studies (CES) was used for the pilot study. A total of 30 questionnaires were distributed. This sample is quite adequate inscruement for pilot study Winner and Dominick (1987). All the students that participated in the pilot study were noted and did take part in the main study.

The split half reliability method was used. a correlation of 0.559 was obtained after using Pearson Moment Correlation. This however, revealed the reliability of the inscruement

3.8 Procedure for Data Collection

The data was collected within two weeks during the 2nd semester of 1999/2000 academic session. The questionnaires were all the time distributed during lecture hours, and this was done with the help of the lecture giving lecture at the time.

Due to the nature of the questionnaire, by being so open in terms of cheating behaviours vertal confirmation of confidentiality of their information/responses were made. This is to get true honest responses. All the questionnaires were filled and submitted except 30 in which the respondents returned either without responding or refusing to give the biodata. Therefore, only 375 questionnaires were used.

3.9 Procedure for Data Analysis

The 345 questionnaires that were correctly filled were divided according to the variables under study i.e. age, gender, discipline of study,

accommodation, income or parents and marital status. This was done one at a time Non inferential statistical tools of frequency and percentages were used in data analysis of their responses.

In order to determine the significant differences between the pared groups as indicated in the hypothesis. Further statistical technique of t-test (t) degrees f freedom (df) and probability (alpha) level (P) of 0.05 for the rejection or otherwise or the null hypothesis were this method applied to all the hypothesis. This is because it is a test of testing the differences between two groups of different sizes (male female, young and old as well as academic discipline)

Summary

This chapter described the methodology used in trying to investigate a problem. The population of the study was also described. The sample used was obtained from the population. Instrument for data collection and how the data was collected and analysed were also described.

CHAPTER FOUR
DATA ANALYSIS

4.1 This chapter deals with the results of data collected. The result are presented according to the research questions and hypotheses stated in chapter one. The main objective of the research was to find out why students cheat during examination as well as variations in cheating among the five categories of students studied.

In order to answer the research questions and hypotheses, percentages were used to find out those points that were acceptable to students as to why students cheat in examinations. Mean and standard deviation were used to find out the dispersion of scores and variation among the six categories of students. T-test was used to find the differences among the factors that is, gender, marital status, age, academic.

4.2 Results

Each hypothesis was either retained or rejected if the calculated 't' was less or more than the 't' critical as the case may be. Percentage were mainly used to find out the disparity of responses as to various methods students cheat or forge statement of result and why students cheat in examination. Mean and standard deviation were used to find variation among the six factors studied. And the t-test was used to analyze the pairs of differences. For example, gender (male and female), married and unmarried, students resident on campus and those resident outside the campus, those with high income parents and those with low income parents, age difference and subject discipline (Administrative and Business Studies and Science & Technology).

The percentages for all the factors are presented below:

Table 4.1 Percentage of the respondents

S/NO	FACTOR	NUMBER	PERCENTAGE
1	Male Female	205 140	59.4 40.6
2	The married Unmarried	145 200	42 59
3	Those resident on campus Those resident outside campus	174 171	50.4 49.6
4	High income parent Low income parent	215 130	62.3 37.7
5	Science, Technology & Engineering Administrative and Business Studies	165	50
6	Young students Old students	151 294	43.5 56.2

The above table indicates that students sampled that are of younger age constitute 43.8% whole the much older ones constitute 56.2%. The male sample has the larger representation of the sample with 59.4%

It is important to mention here that only those questionnaires that were totally filled by the respondents were used for this research. Some respondents did not fill in the bio-date, those were eliminated. There were 30 questionnaires not completely or properly completed. This makes up for 8% of the instrument. Therefore only 345 or 95% responses were analyzed for this research

Table 4.2 Percentage of Frequency and Responses for Cheating in Examination

S/No	Reasons why students cheat	Frequency of Responses	%
1	Parental pressure on success	143	41.1
2	Limited time in which to study	137	39.7
3.	Inadequate lectures	135	39.1
4.	Emphasis on Handouts		
5	Lack of library facilities	120	34.8
6.	Lack of tutorials	98	28.4
7.	Inadequate hostel facilities	107	31.0
8.	Difficult course work	147	42.6
9.	Because everybody cheat	62	18.0
10.	The punishment of cheating is not severe	100	29
11.	Competition with siblings	100	29
12.	Lack of confidence and low self concepts	180	52.2

Table 4.2 above shows the responses of the subjects on what they considered to be reasons for cheating in examination. Lack of confidence and low self concept is considered highest among twelve choices to be the reason for cheating in examination with 52.2 percent. Also on the table, reasons specified in number 1,2,3, and 8 with percentages between 39-42 are indicators of cheating.

These show that when a course is difficult students tend to cheat as indicated on serial number 8 of the table. Parental pressure, inadequate lecture and limited time for study by students seem to carry the same weight on why students cheat in examinations. The least reason indicated by the respondents items number 9 which implies the involvement of everybody.

Only 18 percent of the respondents identified it as a reason for cheating.

This, however, answered item 42 of the questionnaires which was in open-ended form, and put into research question 9. The first 39 items of section one of the questionnaires had a maximum of five alternatives: very often, often, undecided, occasionally and never. For easy recording and computation, the first two alternative were put together as very often and the last three were put together as never

Table 4.2: Percentage of Cheating Behaviour among Student

S/No	Scale Value of Cheating Behaviour	Frequency of	%	Never	%	Total

		Responses				
1.	Gain advantage information about the content of an examination paper	143	41.4	202	58.0	100
2	Buy Examination Question	137	39.7	208	60.3	100
3	Press lecturers for areas of concentration	135	39.1	210	60.9	100
4	Get aware of marking scheme before the examination	85	24.6	260	75.4	100
5	Lie about medical or other circumstances to get special consideration	120	34.8	225	65.2	100
6	Lie about medical or other circumstances to get an exemption from the examination	98	28.4	247	71.6	100
7	Pre meditate collusion between two or more students to communicate answers during an examination	238	69.0	107	31.0	100
8	Prearrange to sit together to collide	198	59.4	147	42.6	100
9	Take pieces of papers or even toilet paper which contain major points of a course into the examination hall	283	82.0	62	18	100
10	Write major points of a course on parts of the body into the examination hall	269	78	76	22	100
11	Smuggle out question paper to a helper outside hall	100	29	245	71	100
12	Use Hi-tech micro computer with long lecture points records	180	52.2	165	47.8	100
13	Copy from other students during examination without them realizing	259	75.1	86	24.9	100
14	Write major points of a course on clothes (e.g bloves, Brassiers hard kerchief and jacket lining form examination	45	13.0	300	87.0	100
15	Exchange question papers on which notes have been made	45	13.0	300	87.0	100
16	Allow you answer script to be copied by another students	300	87	45	130	100
17	Have same one else take examination for you	45	13.0	300	87.0	100
18	Take excuse to go to the toilet to look for answer	180	522	265	47.9	100
19	Tell colleagues answers to question verbally	143	4.4	202	58.6	100
20	Hide prepared notes or answers in pants and bring them out during examination	269	78	76	22	100
21	Give someone else's answer script to be copied and collect it back	100	29	245	71	100
22	Collect someone else's answer script to copy	150	43.5	185	53.6	100

23	Refuse to submit examination script after the examination	145	42	200	58	100
24	Continue writing answers after time is up	310	89.9	35	10	100
25	Fail to expose known examination cheats	320	92.8	25	7	100
26	Do another students exam for him/her	320	92.8	25	7	100
27	Leave examination hall without permission	85	24.6	260	75	100
28	Assault of attempt to assault the invigilator	111	32	234	67.8	100
29	Cause any form of disturbance in the examination hall	102	29.6	243	70	100
30	Re-writer the same examination taken after the examination period	45	13	300	87	100
31	Change or alter your marks by the examiner	222	64	120	34.8	100
32	Change or alter your marks by the examination officer	83	24	262	75.9	100
33	Induce examiners such as begging appealing offering of gifts for marks	138	40	207	60	100
34	Go through friends and relations of the examiner for marks or other forms of favour	115	33	230	66.7	100
35	Use coded or sign language to indicate answers to question	290	84	55	15.9	100
36	Buying tamped black sheet before the examination	62	18	278	80.6	100
37	Offering gift to invigilator to allow for copying or whatever in examination	140	40.6	205	59	100
38	Substitute answer sheet with the one answered for you outside the hall	80	23	265	76.8	100
39	Tempter with examination results	72	20.9	273	79	100

Table 4.2 above shows the responses of the five categories of student i.e respondents as put under factor studied. It is observed in the table that behaviour number 25, is the most practiced behaviour by students during examination. Students fail to expose whoever they might see cheating because they may be afraid and by exposing him/her may terminate or spoil the relationship outside the hall. Behaviour number 24 follows. Invigilator are sometimes in problems with students. And it is when the hall is getting crowded by submitting or the time is over that students get the chance of cheating in one way or the other. Student take opportunity to cheat when examination time is up and they are to submit their script.

Similarly, behaviour number 7,9, 13, 20, 21 have percentage of between 70 and 82 level of acceptance showing that there is a strong agreement by respondents with these behaviours. However, behaviour number 15 & 17 are not getting any good response from the respondents. Other behaviours that were disagreed upon by the respondents included behaviours 4,6,14, and 21.

It is also important to note here that behaviour number 4,6,11 and 14 have the percentage of between 70 and 85. This indicate that student are strongly in agreement that they participate actively in the aforementioned activities during exempted from the examination. 85 percent of the respondent also agree that student smuggled our question papers to be answered outside and be submitted. It is however, a strong method of cheating during examination.

4.3 Hypotheses testing

This research studied some socio-psychological factors of cheating in examination among students. Hypotheses were tested at the 0.05 level of significance to investigate some paires of difference among some of these socio psychological factor as fellows:

Null Hypothesis 1

There is no significant difference in the involvement in cheating in examination between: Male and female students.

Table 4.4: Mean Score of the Two Groups: Male and Female

Groups	**N**	**X**	**SD**
Male	205	48.69	17.68
Female	140	60.78	

Table 4.4 shows the mean and standard deviation of the two categories of respondents. The table indicates that the male who are 205 in number had a group mean of 48.10% while that of female had a group mean of 60.78% with 140 in number. This implies that there is variation in the opinion or reaction in filling the questionnaires by the respondents. The dispersion of scores is higher among male respondents. This, however, is further confirmed in the t-test analysis below:

Table 4.4.1 T-Test of male and female involvement in cheating in examination

Factor	**N**	**SD**	**Degree of freedom**	**t/value**	**P**
Male	205	17.68	343	-4.96	000
Female	140	27.38			

Table 4.4.1 above shows the t-test for the difference between male and female students ad their participation in cheating in examination. The 't' calculated is -496 which is less than a table value of 1.96 at 0.05 level of significance and with p. value of 000. Therefore, the null hypothesis stating that there is no significant different between the male and female

student and their participation in cheating during examination is retained. In other words both male and female indulges in cheating during examination.

Null Hypotheses 2

There is no significant difference between married and unmarried students and cheating in examination: Married and unmarried students.

Table 4.5: mean score of the two groups: married and unmarried

Groups	**N**	$\overline{x}$	**SD**
Married	200	48.59	
Unmarried	145	60.50	23.28

Table 4.5 shows the mean score and SD on marital status. While the married with total number or 200 had a mean score of 48.59 and standard deviation of 17.52 the unmarried had a mean score of 60.50 and SD of 23.28. This, however, shows that the unmarried had a higher score in the mean as well as in standard deviation.

Table 4.5.1: T-Test: On married and unmarried students

Factor	**N**	**SD**	**Degree of freedom**	**tValue**	**P**
Married	200	17.52	343	-4.93	000
Unmarried	145	27.28	23.28		

The above table indicates the t-test for the difference between married and unmarried students and their involvement in cheating in examination. The t- calculated is -4.93 less than the table value of 1.96 and with P level of 000.

The null hypothesis is therefore retained implying that there is no significant difference between married and unmarried students and their involvement in cheating during examination. In other word both categories of student cheat in examination.

Null Hypothesis 3

There is no significant difference in the involvement in cheating during examination between students studying business administration and those studying Science Technology & Engineering.

Table 4.6: Student mean score of the two paired groups: Business Administration and Science & Technology

Groups	**N**	$\overline{x}$	**SD**
Business Administration	180	49.504	18.504
Science and Technology	165	47.790	16.889

Table 4.6 above explains the mean score and standard deviation of the two groups. According to the table, science and technology students were 1`65 in number with the mean of 47.79 and standard deviation of 16.889. The students studying business administration were 180 and had the mean score of 49.504 and standard deviation 18.504. This result clearly shows that business administration student scored higher than their counterpart.

Table 4.6.1 T- test result of discipline of study

Factor	**N**	**SD**	**DF**	**t/value**	**P**	**Level**
Business administration	180	49.501	343	-76	.000	05

Science and Technology	165	47.791				

The table has the calculated 't' of -76 which is less than the table value of 1.96 i.e 't' critical at 0.05 level of significance. This situation however, retained the hypothesis. Hence, it is concluded in this situation that there is no significant difference between the two academic disciplines and their involvement in cheating during examination. In other words, students from both academic disciplines cheat in examination.

Null Hypothesis 4

There is no significant difference in the involvement in cheating during examination between student whose parents are high income earners and those whose parents are low income earners.

Table 4.7: Students' Mean score of the two groups: low and high income parent

Groups	**N**	**$\bar{x}$**	**SD**
Low income	215	48.73	17.303
High income	130	61.64	28.209

The above table indicates the mean and standard deviation of students whose parents are high income earners and those with low income parents. The low income parent had the mean score of 48.734 and standard deviation of 17.303. Low income parents were 130 in number and had the men score of 61.641 and standard deviation of 28.209.

This, however, shows that the high income parents had the high score both in mean and standard deviation.

Factor	**N**	**SD**	**DF**	**t/value**	**P**	**Level**
Low income	215	17.303	343	-5.27	.000	
High income	130	28.209				

Table 4.7.1 above reveals the t-test result for income of parent of the student. The t calculated is -5.27 which is less than the critical 't' or table 't' of 1.96 at 0.5 level of significance. In this situation, the null hypothesis cannot be rejected. It is retained. This implies that there is no significant difference between students whose parent are low income earners and those whose parents are high income earners. In other words, both categories of students cheat during examination

Null Hypothesis 5:

The hypothesis states that there is no significant difference in cheating in examination between younger and older student. The means score and standard deviation of the two groups are stated in table 4.9 below.

Table 4.8. Students' mean score of the two groups: younger (20-35 Years) and older (30 years and above) students

Groups	**N**	$\overline{x}$	**SD**
Younger student (20-35yrs)	151	60.006	26.665
Older students (36 years and above)	194	48.613	17.956

The above table indicate the mean score and standard deviation of young and old students.

The younger students 151 in number and had the mean of 60.006 and standard deviation of 26.663. That of the older students were 194 in the number with the mean score of 48.613 and standard deviation of 17.956. The table, however, shows difference between young and old student despite the inequality in the number. The fact that they have different mean score shows the level of difference in their participation in cheating during examination.

Table 4.8.1 T – test result for age of student

Factor	N	SD	DF	t/value	P	Level
Younger student (20-35years)	151	60.006	343	-4.73	.000	
Older student (36 and above years)	194	46.613				

This table has the t value of -4.73. The number is less than the table value of 1.96 at 0.05 level of significance. Therefore, the hypothesis stating that there is no significant difference in the involvement in cheating in examination that there is older and younger students is retained. Hence, it is concluded that there is no significant difference between younger and older students and their involvement in cheating during examination but the mean and standard deviation of the younger students is more than that of the older student; implying that the younger student cheat more. It is quite interesting to mention that the student sample of male, unmarried, living inside campus, young in age give a much higher mean and standard deviation. This shows that these groups tend to cheat more often than their counterparts being paired with.

Null Hypothesis 6

There is no significant difference in cheating during examination between:
Student resident on campus and those resident outside campus

Table 4.9 Students mean score of the two groups: students resident on campus and those resident outside campus

Groups	N	$\overline{x}$	SD
Students Resident	171	59.11	26.665
Student resident outside campus	174	48.18	16.94

Table 4.9 above explains the mean score and standard deviation of the two paired groups. Students resident on campus, that is those accommodated in the Halls, had the mean score of 59.11 and standard deviation of 26.59. Those that are outside the campus are 174 in number with mean score of 48.183 and standard deviation of 16.944. This shows that students accommodation on campus have a higher score in the mean and standard deviation as well

Table 4.9.1 T-test on accommodation of student

Factor	N	SD	DF	t/value	Level
Student living inside campus	171	59.11	343	-4.56	000
Student living outside campus	174	48.183			

According to Table 4.9.1 above, the calculated 't' is -4.56. This number is less than the table value of 1.96 at 0.05 level of significance. The probability level if .000. In this case, the hypothesis is retained which says that there is no significant difference between students resident on campus and outside campus and their participation in cheating during examination. In other words, both categories of students cheat actively during examination.

CHAPTER FIVE

DISCUSSION, SUMMARY AND RECOMMENDATION

5.1 Introduction

In this chapter, the result are discussed. The chapter summarizes the outcome of the investigation and limitation of the study

5.2 Discussion

Although statistical indicator are weak but simple frequency of responses show that low self concept and lack of confidence account for the mean reason why students cheat in examination. For example, 52% of the respondents agreed to that reason. This finding supports a study of self concept by Burns (1977), which indicated that success in school work appears to depend on how a person feels about the attributes and qualities he possess or on those qualities themselves. In a related perceptive, children will inflate the way the see themselves. This could affect their self – concept positively of negatively. The school milieu also modifies their self-concept as they interact with teachers, peer groups and other members of the school community. These members form their potential and limitations. Therefore, negative comment teachers and parents make on their students and children can be damaging to their self-concepts.

Other strong reasons advanced for cheating in examination include, difficult course work (42.4% responses), inadequate number of lectures and limited time for study (39.7%) and 39.1%) response receptively). These show that respondents are in strong support of these reasons

Parental pressure on success indicated as reasons for cheating in examination implies that parents press their children to pass by all means. It should at this point be remembered that children enter school with a predisposition towards achievement of failure already fertilized by the qualities of parental interest, love and acceptance offered them. This fairly firm picture of his self worth provides the child with an array of self-expectation about how he will cope in school and how others will react to him as a person. All these expectations by members of the community at large may invisible tag the children to cheat during examination. Banks

(1968) and Dogara (1995), however, support this as a reason for cheating during examination.

Forty two percent of the respondents agreed that difficult course work is a reason for cheating during examination. A study by Steininger at al (1964) lends support to the findings of the present research. They stated that the whole of over all curriculum can be a factor of cheating in examination. Factors associate with cheating in examination as he mentioned included interest level of course content, meaningfulness of test, difficulty and guilt of teaching. Likewise, research findings by Sheyer and Adey (1981) and Okeke (1986) support Steininger et al 91964) all in agreement with the present finding.

One hundred and twenty (120) respondents' making 34% of all the responses are of the view that lack of library facilities is a reason for cheating in examination. The library is known to be a centre for research and learning. It is, however, very necessary to utilize the library very often for effective learning. But sometimes the test recommended by teachers may not the found in the library. This indicates why libraries should be well equipped to enhance effective learning.

Another one hundred and seven (107) respondents supported the view that inadequate hostel facilities is a reason for cheating during examination. There is always the need to make the students comfortable for conducive reading. If one is not well accommodated the spirit of unrest sets in.

In Kaduna Polytechnic, quite a number of students are accommodated and quite a number are always not accommodated. Many of the students who are able to get hotel accommodation are compelled to squat with others in the Hostel. Bu implication, the hostel facilities are overstretched, making them inadequate for the

students. Students who lack reading tables, adequate lightening system and sometimes inadequate sleep/rest tend to cheat during examination.

It is, however, observed that all the factors, instead as reasons for cheating in examination were agreed to except one which carrier 18% of the respondents. The reasons with the least acceptance is "because every one cheat". Only 62 respondents agreed to that reason constituting 18 percent of the respondents. In other words students do not cheat in examination simple because they see others cheat or know that others cheat. Rather those who cheat have strong reasons for cheating.

Hypothesis (1)

In trying to find out difference between selected factors already stated and analyzed, the test for hypothesis are revealed a non significant difference between male and female, $P > 0.05$, though the mean of the male students showed a higher score in cheating than female students.

The explanation for such difference in the mean score are explained in the studies by Baird (1980), Davis at al (1992) and Stephen at al 91996). They reported that female students are intrinsically more motivated than male students and are therefore less likely to cheat. The finding in this study is in line with the findings of Haines et al. Conclusively, both male and female students participate in cheating during examination but the male students participate more.

Hypotheses (2) and (5)

The results of the t-test of the difference between married and unmarried as well as younger (20-35 years) and older (36 years and above) students showed no difference between the paired groups. These imply that both the younger and

older student cheat during examination; but the means and standard deviation of the two groups show that married students and older students are less likely to cheat. In other worlds, unmarried students and younger students cheat more than their counterpart. The result presented in chapter four lent support to earlier studies by Baird (1980) and Stephen at al (1996) as far as means and standard deviation are concerned. The finding also supports the finding of Haines (1980) who found that there was a negative correlation between age of students and reported incidence of cheating.

This factor seems to be a very powerful factor in detecting causes of cheating behaviour among students. Because even Stephen et al (1996) in their series of studies found fluctuating result. At one time, the older students cheated the older students cheated less than the younger ones; at another time both younger and older students cheated less than the younger ones; at another time both younger and older age groups reported cheating less than the 21 – 24 years old.

Hypothesis (3)

The hypothesis states that: There is no significant difference between students studying science and technology and those studying administrative and business study their participation in cheating in examination. The investigation concern was to look at these disciplines from the influence of sex and age.

Table 4.12 in chapter four showed that administration and business studies reported more cheating than science and technology. The finding of this test lent support to the findings of Bower (1960). In a national survey involving 5000 students in two (2) different majors, he found that certain disciplines were associated with more cheating than others. Business and Engineering were associated with the highest rate of cheating than others, but the present study

shows that administrative and business were involved more in cheating than science and Engineering students.

There is a broad and clear evidence that cheating occurs in all the factors being studied. The results of the findings clearly support this statement. However, the investigator is aware that the size of the samples for each factor differs tremendously. This is because the exact number cannot be obtained due to the nature of the population and the confidentiality of the questionnaire. That is, every students was free to indicate and find in the general information of the questionnaires. There was also assurance of keeping all information obtained confidential. Therefore any reader should look at the results independently as reported in this research.

Hypothesis (4)

The findings revealed that there is a significant difference between students of the low income parent ($Z = 48.73$) and high income parents ($x = 61.4$). These results suggest that students whose parents are rich or earn high cheat more often than their counterparts whose parent are poor or earn low.

The report given by Montayo (1970) and Kelley 91976) tend to be in line with the above findings. Montayo and Kelley explained that pressure form significant other is a causes of cheating. They aid this by providing large sums of money to their children to attain the high grade or the certificate. This is also true of parents whose children cheat in examinations.

Hypothesis (6)

The results of the difference between student residing in and out of the campus showed no significant difference between the groups; $t = -4.56$, $P < 0.05$. This indicates that accommodation of students is not a factor in cheating though the

mean and standard deviation of the groups in the factor showed that students residing inside campus cheat more than students residing outside campus. Their involvement in cheating may be due to the campus environment itself. This is in line with the report given by Pivol (1982), Remansitste 91998). They gave wrong environment as a factor for cheating in examination. Student usually form different kinds of clubs and societies within the campus and are sometimes carried away by the activities therein.

Student also form different kinds of cliques on the campus. These kinds of cliques are the peer groups. Sometimes such cliques hinders the academic progress of students.

5.1 Summary

Many factors, specifically the one employed in this research, such as age, gender, academic discipline, accommodation, parental income and marital status are some of the most psycho-social attributes that could be used to measure incidence of cheating among students. Unit first few decades ago, researches concentrated on hereditary factors. That is, student cheat in examination because they are dull and want to avoid failure. Dullness could be a factor of inheritance but it is now discovered that cheating in examination can be caused by not only inherited factor but also environmental. Factors like accommodation of students and parental income can readily support this notion. Most of the researches on the incidence and causes of cheating are concentrated in western countries and limited studies are carried out in Nigeria. Other investigation in post affluence world included studies by Stephen, newstead and Penny (1996), Dueck (1981) Newman and Newman (1981) and Haines (1986).

It is against this background that this research was conducted to find out the difference between two means in cheating in examination among students.

In an attempt to achieve this purpose, 345 subjects were selected from 2 Colleges of the Polytechnic Kaduna. These are colleges of Science and Technology and Business & Administration Studies, which were randomly selected following the sampling procedure employed by the researcher.

The scale value of cheating behaviour (modified) questionnaires was used to obtained all information. This formed the dependent variable on which cheating behaviour was related to factor under study. This instrument was used in England but modified to be used in Nigeria. Therefore, the researcher is the first to use the modified instrument.

5.4 Recommendations

The following recommendations are made based on the finding of this study:

(a) The whole curriculum used at the time of this study (2002) should be revised accordingly to meet the need of the student and the society. If the course is too difficult, student are likely to cheat in examination

(b) Teachers and parents alike should encourage their students/children for any little effort they make. Such encouragement tend to enhance self concept and inculcate confidence in students. In addition to academic achievement, manifestation of accepted norm and behaviour should be rewarded by school and parents.

(c) Libraries should be well equipped in terms of furniture, books and constant supply of electricity. Students should also be taught effective use of the library. This course can be made to be offered by all students compulsorily. By doing this, students will form the habit of reading.

(d) Students' accommodation should well be catered for. There should be more hostels with all the necessary facilities for a conducive learning environment. The school authority should be involved in building houses for students to rent.

(e) In order to avoid or reduce cheating in examination there should be an effective method of conducting examination. For example, students should be checked thoroughly into examination hall, sitted at designated places, well spaced out and supervised by vigilant invigilators. By doing this, some techniques of cheating used by students during examination can be avoided.

(f) The school authority and the government should sponsor awareness campaigns against examination malpractice. Such campaigns should focus on:

  (a) Rich/wealthy parents attitudes towards their children's education

  (b) War against examination malpractice must be launched right from the primary level of education and appropriate disciplinary measures taken as soon as such cheating behaviours or attitude occur. The general populace should be made aware of the existing problems through frequent radio gingles as well as Television dramas.

5.5 Conclusion

Based on the finding of this research

In conclusion, it is hoped that administration and the education sector in general would implement the work of recommendation stated in this study. It is only when efforts are made by appropriate authority, to cope the

menace of cheating in educational institution that some other associated anti social activities like cultism, can be reduced

It can also be concluded that the variable considered cheating in examination can have a change in their attitudes. Counselling needs to be provided in this instance, where change is recorded and this is where councilors are expected to provide an effective helping programmes.

The final conclusion reached by this report was that examination malpractice changes in variety of ways. Teachers and invigilators should be aware of this. Students are always modifying their ways of cheating. Therefore, there is need for councilors to be concerned with these modifications.

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APPENDIX 1

Department of Education
Faculty of Education

Ahmadu Bello University
Zaria

A STUDY OF SOME SOCIO-PSYCHOLOGICAL FACTORS ASSOCIATED WITH CHEATING IN AN EXAMINATION BY STUDENTS

QUESTIONNAIRE FOR STUDENT

Dear Respondents

I am a post graduate student of Ahmadu Bello University Zaria currently undertaking a study on the above topic as part of the requirement for the award of Master Degree in Education Psychology.

Kindly spare some time and fill the attached questionnaire as honestly as you can. Be assured that the information collected form 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

Halma Dikko

Instruction:

Please read the following statement and respond by checking (✓) your responses against the statement in the appropriate spaces.

Please respond to all the items in the questionnaires

Part 1

General Information

1. Unit: Science and Technology ( ) Administration and Business Studies ( ) Engineering ( ) Environmental Studies ( )
2. Program me of study: Introductory ( ) ND ( ) HND B.Ed ( ) NCE ( ) Other ( )
3. Standard: 100 level ( ) 200 level ( ) 300 Level ( ) 400 Level ( )
4. Age: below 25 year ( ) 25-35 year ( ) 36 and above ( )
5. Marital status: Married ( ) Single ( ) Separated ( )
6. Sex: Male ( ) Female( )
7. Accommodation: Resident in Campus ( ) Resident Outside Campus ( )
8. Sponsorship: Government ( ) Parent ( ) Relative ( ) Philanthropist ( )
9. If parent or relative: What is his/her occupation?
   Civil servant ( ) Private ( ) Industries ( )
10. Income per annum Less than: ₦47,000.00 pa ( )
    ₦48,000.00 – ₦50,000.00 pa ( )
    ₦60,000.00 – ₦130,000.00 pa ( )
    ₦131,000.00 – ₦260,000.00 pa ( )
    Above ₦260,000.00 pa ( )

PART II

KEY TO RESPONSES

1 - Never

2 - Occasionally

3 - Undecided

4 - Often

5 - Very often

Scale value of cheating Behaviour

S/No	How often do you or other students	5	4	3	2	1
1.	Gain advantage information about the content of an examination paper?					
2	Buy Examination Question?					
3	Press lecturers for areas of concentration?					
4	Get aware of marking scheme before the examination?					
5	Lie about medical or other circumstances to get special consideration?					
6	Lie about medical or other circumstances to get an exemption from the examination?					
7	Pre meditate collusion between two or more students to communicate answers during an examination?					
8	Prearrange to sit together to collide?					
9	Take pieces of papers or even toilet paper which contain major points of a course into the examination hall?					
10	Write major points of a course on parts of the body into the examination hall?					
11	Smuggle out question paper to a helper outside hall?					
12	Use Hi-tech micro computer with long lecture points records?					
13	Copy from other students during examination without them realizing?					
14	Write major points of a course on clothes (e.g bloves, Brassiers hard kerchief and jacket lining form examination?					
15	Exchange question papers on which notes have been made?					
16	Allow you answer script to be copied by another students?					
17	Have same one else take examination for you?					
18	Take excuse to go to the toilet to look for answer?					
19	Tell colleagues answers to question verbally?					
20	Hide prepared notes or answers in pants and bring them out during examination?					

21	Give someone else's answer script to be copied and collect it back?					
22	Collect someone else's answer script to copy ?					
23	Refuse to submit examination script after the examination?					
24	Continue writing answers after time is up?					
25	Fail to expose known examination cheats?					
26	Do another students exam for him/her?					
27	Leave examination hall without permission?					
28	Assault of attempt to assault the invigilator ?					
29	Cause any form of disturbance in the examination hall?					
30	Re-writer the same examination taken after the examination period?					
31	Change or alter your marks by the examiner?					
32	Change or alter your marks by the examination officer					
33	Induce examiners such as begging appealing offering of gifts for marks??					
34	Go through friends and relations of the examiner for marks or other forms of favour?					
35	Use coded or sign language to indicate answers to question?					
36	Buying tamped black sheet before the examination?					
37	Offering gift to invigilator to allow for copying or whatever in examination?					
38	Substitute answer sheet with the one answered for you outside the hall?					
39	Tempter with examination results?					

40. List 5 ways that have not been mentioned above student cheat in examination

a. ……

b. ……

c. ……...

d. ……

e. ……

41. List 5 ways student forge statement of result

f. …….

g. ……

h. ……

i. ……

j. ……

42. REASONS FOR CHEATING IN AN EXAMINATION

Why do you think students cheat in examination?

You may tick all relevant points/ or add your own

k. Parental pressure on scuess

l. Limited time in which to study

m. Inadequate lectures

n. Emphasis on handout

o. Lack of library facilities

p. Lack of tutorial

q. Inadequate hostel facilities

r. Difficult course work

s. Because everybody cheats

t. The punishment for cheating is not severe

u. Competition with you siblings

v. Lack of Confidence and low self concept

w. ……

x. ……

y. ……