

PRINCIPALS' MANAGEMENT STRATEGIES FOR CURBING EXAMINATION MALPRACTICES IN SECONDARY SCHOOLS IN SOUTH EAST STATES OF NIGERIA

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ABSTRACT

Examination malpractice is one of the challenges that face secondary school management in Nigeria. The purpose of the study was to ascertain principals' management strategies for curbing examination malpractices. It was a descriptive survey conducted in South East Geo-political Zone of Nigeria. Three research question and three hypotheses guided the study. The population of the study comprised 1240 secondary school principals in the area of the study. The sample of the study comprised 858 principals selected through simple random sampling. Researchers developed questionnaire which was dully validated by experts was the instrument for data collection. The reliability co-efficients of the three sections of the instrument were 0.82, 0.86 and 0.84 which were considered highly adequate for the study. The researchers with the help of research assistants administered the instrument. Mean scores and z-test were used in data analysis. Findings of the study indicate that principals very often used the following strategies to curb malpractices before examinations: making school environment conducive for learning to encourage and attract students to come to school regularly and learn; insisting that parents/guardians provide their children (wards with basic requirement for learning) and advising parents/wards to stop sending their children/wards to carry out activities that will make them keep away from school. It was among others recommended that school management should very often assist students to develop positive attitudes towards examination through orientation and counseling. This study will impact positively on the reading community. By reading the findings of the study, the school principals and the teachers will the areas they need in-service training to enable them to be more innovative in motivating and supervising their students. Good motivation and effective supervision have the potential of eradicating examination malpractices. Accordingly, both principals and teachers can encourage their students to be more dedicated to their studies instead of engaging in examination malpractices.

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KEYWORDS: Principals; Management; Strategies; Examination Malpractices; and Secondary Schools.

INTRODUCTION

Education is the bedrock for all developments the world over. It is the means through which the society transmits its ideals to the younger generation. The concept of younger generation encompasses all those who pass through education at every age and level. Here in Nigeria, education is regarded as the route that leads to a 'good' job, to wealth and to social prestige. Most available jobs require some minimum level of academic attainment. This requirement presumes that meaningful education equips the individual with at least basic competencies for vocation in addition to cognitive developmental attainment.

Besides, the society now expects the education system to play a major role in moulding the characters of the young people. The Federal Republic of Nigeria, (FRN, 2004) underscores this expectation by the emphasis on placed moral and religious

instruction by the National Policy on Education (NPE). This policy direction indicates the commitment of the entire Nigerian society as stake holders in ensuring that students derive maximum benefits both in learning and character, from their education.

The school stands out among the agencies through which the society ensures the education of the child. The role of the school in preparing individuals for life is recognized in virtually all parts of the world. While the school ranks second to the home as agent through which the child is introduced to the wider world, the roles of the school supersede in scope and complexity of values imparted. Ojerinde (2008) identifies mental, moral and physical power development as societal role expectations on the school. It is therefore expected that a child who passes through a school will possess acquired needed literary and vocational competencies to enable individual and societal

development. In addition, for both the cognitive and psychomotor competencies to positively contribute to the development of the society, it has to anchored on character moulding. The role of the school in moulding the child is programmed to include systems of examination and product evaluation meant to certify the level to which the school has been able to impact on the child via education.

Akonko (2010:7) defines examination as "an assessment of students to ascertain to what extent they have benefited from the teachings of their teachers in a given subject". Examination serves as bases for selection, placement, certification and promotion. Examination can be internal or external to a system depending on the purpose, spread of participants and level of uniformity desired within the societal strata. Examination can only serve its purpose if it is conducted following the rules and regulations guiding its conduct. It has been shown (Ugwu, 2008) that in Nigeria, examinations have been marred by irregularities. These irregularities constitute examination malpractices. According to Badmus (2006:42) examination malpractice is "any act of wrong-doing or neglect that contravenes the rules of acceptable practice before, during and after an examination by anybody in any way". Deviation from the acceptable practice most often result to giving the candidate undue advantage, thereby making it impossible to use the result to determine the actual level of competence of the candidate.

The extent an examination serves the purpose which it purports to serve is based on the assumptions of whether the examination is valid and reliable. An examination is said to be valid if it performs the functions which it is designed to perform.

On the other hand, reliability refers to the consistency of measurement across the frontiers of space and time. The prevailing system of examination in Nigeria and the mode of its conduct are largely questionable in terms of both validity and reliability. According to Azare (2006) examination is the pivot point around which the whole system of education revolves and the success or failure of the system of examination is indeed an indicator of the failure or success of that particular system of education. It follows therefore, that questioning the examination system in Nigeria tantamount to questioning the efficacy of the education system. In that vein, experts (Ojeikere2004; Oni & Dabalén, 2003) ranked examination malpractice high among the factors that militate against the attainment of the objectives of schooling. There are various forms of examination malpractice, Ugwu (2008) identified the common malpractices committed in examinations in Nigeria as leakage of question papers, copying, changing of answer books, impersonation, misconduct in examination centres, approaching invigilators/examiners, making false entries in award

list/examination registers and issuing fake certificates/degrees. Ojeikere (2004) identified thirty three forms of examination malpractices. Close examination of these "33-monsters" (causes) showed that there are the ones committed before, during and after examinations.

Whatever form examination malpractices manifest, their consequences on the education system are grave and varied. Examination malpractices are largely responsible for the anarchy in the disciplinary tone of the school system in Nigeria today. In a survey by Nwadiani (2005) it was shown that examination malpractices account for 30.69% of school offices in Nigeria. Common observations link truancy, violence, cultism and drug abuse, disrespect, disobedience, absenteeism, dishonesty, laziness, poor reading culture, extortion etc, to examination malpractices. Examination malpractice also account for large number of dropouts and from the secondary level of education bribery and immorality in schools.

The ultimate products of the menace do not represent what they purport to be and hence constitute social nuisance to the nation. According to Ojerinde (2008), when a student abandons the rigour of study and depends, instead, on malpractices to pass examinations, such a student is not developing his mental powers. This will definitely negatively affect national development.

Many reasons have been adduced for examination malpractice. In Nigeria causes of examination malpractice include poor preparation for examination, poor reading culture, truancy, poor socio-economic conditions, high dependence on certificates and general corruption and moral decadence in the society. These causes on their own sometimes derive from inadequacy of qualified and committed teachers, poor teaching and learning environment lack of facilities and corruption among examination officers, frequent strike actions by teachers among other factors. Every facet of the society can be blamed for examination malpractice in the school system. Okafor (2006) identifies twenty two groups who participate in various ways in actualizing the examination malpractice in the school system. They include the candidates, the parents, examination officials, teachers, principals of school and educational administrators. The principals of schools occupy pivotal position in the school system in the effort to reduce examination malpractice in secondary schools and hence making examinations (internal and external) dependable. This study therefore focuses on the strategies adopted by principals.

Examination malpractice is a global issue as well as national issue (Ugwu, 2008). However the preponderance of cases in the South East States in

particular has drawn the attention of various authors. Ojeikere (2004:5) notes that

Examination malpractice in South East states has become a prolific business enterprise branded with name of private examination centres aided and abetted by corrupt examination officials, supported by parents who will not allow their children to be left out from Trojan gift of malpractice.

They noted further that the trend is such that some individuals open offices with the emblematic names of "Brain Trust; One Sitting, A-One at a glance: Good Success; Brightest Future; among others. According to Ayegba (2009) the progress of examination malpractice in the South East in such that nine tenths of all students sitting for any examination engage in malpractice. While examination malpractice centres abound in the South States, the exodus of students from the South East to patronize such centres is alarming. Ugwu (2008) noted that thousands of SSCE students leave South East to other states like Edo, Rivers, Cross River States among others, in search of the examination messiah.

From the foregoing, it is logical to argue that examination malpractices pose great threats to the survival and sustainability of quality education in Nigeria in general and the South East States in particular. It is therefore imperative to seek for solutions that will reduce the devastating cankerworm thereby assuring the validity and reliability of examinations especially in the South East States of Nigeria. One of the ways to do this more effectively is to apply management efforts. This study is therefore motivated by the need to ascertain management strategies for reducing malpractices in the South East States of Nigeria.

STATEMENT OF THE PROBLEM

Examination malpractices rank high among deviant behaviours manifested by Nigerian school children. In a survey of the major school offences in Nigeria, Nwadiani (2005) found that disobedience and examination malpractices formed 30.69% of major school offences, followed by its ally, truancy (29.32%). Ugwu (2008) also identified, among other factors, that examination malpractices among school children is a serious factor, which if not checked, may defeat the aims of education in Nigeria and the vision of education system in the country.

Examination malpractices among school children in the South East of Nigeria demand urgent attention for more serious reason. It accounts for the anti-social behaviours in the society today, due to the large turn-out of poorly educated graduates and school drop-outs. Truants and drop-outs have been found to be beset with a number of personality and conduct

disorders ranging from social maladjustment and aggression (Ayegba, 2009) to rebellious and diligent behaviour (Azare, 2006). These have manifested various manners including kidnapping, armed robbery and cultism.

Again, Ayegba (2009) noted that examination malpractices discourage good students from studying hard as they could be tempted to believe that the end will justify the means. Despite the seriousness of the problem, examination malpractices have received less attention than necessary to stamp them out of the school system. This research is concerned about the high rate of examination malpractices in South East states of Nigeria. The problem of the study therefore is to ascertain management strategies which principals use to reduce examination East States of Nigeria.

PURPOSE OF THE STUDY

The main purpose of the study is to ascertain management strategies which principals use to reduce examination malpractices in Secondary schools in South East states of Nigeria.

Specifically, the study seeks to ascertain.

1. Principals' management strategies before examination to curb examination malpractices.
2. Principals' management strategies during examination to curb examination malpractices.
3. Principals' management strategies after examination to curb examination malpractices.

SIGNIFICANCE OF THE STUDY

This study will be beneficial to a number of people. Students, teachers, principals and the society in general will hopefully benefit from the findings of this study. The ways each of the identified groups may benefit from the study are discussed below.

Students will hopefully benefit from the findings of this study. The findings will help students to know why it is important to avoid examination malpractices. Against this background, it is hopeful that students will be dedicated to their academic pursuit rather than engaging in anything that can make them cheat in examinations. When principals use effective management, counseling or socio-economic strategies to combat examination malpractices, the main beneficiaries are the students who will in the end become more responsible members of their homes and society.

Teachers can also benefit from findings of this study. Examination malpractices constitute a serious challenge to the teacher. The reduction in the rate of examination malpractices means that the teacher may have class made up dedicated students for a more academic competitiveness in class. This will make the job of the teacher easier.

The principals can also benefit from this study. One major challenge to principals is how to decrease examination malpractices in their schools. The findings of this study will go a long way to helping them manage cases of examination malpractices in their school. With reduced cases of examination malpractices, principals can manage their schools better.

The society in general will hopefully benefit from this study. Many delinquent behaviours and crimes in society are attributable to examination malpractices among students. Most of those that engage in societal ills are normally either truants or school drop-outs due to lack of dedication in to school programme. The society will benefit from the study in that when examination malpractice is reduced, the society will, to an extent, be rid of crimes and delinquencies.

SCOPE OF THE STUDY

This study was conducted using public secondary school principals in South East of Nigeria. The contents covered are management strategies for reducing examination malpractices before, during and after examinations in secondary schools.

Research Questions

The following research questions we posed to guide the study:

1. What are the principals' management strategies for curbing malpractices before examinations in secondary schools in the South East States of Nigeria?
2. What are the principals' management strategies for curbing malpractices during examinations in secondary schools in the South East States of Nigeria?
3. What are the principals' management strategies for curbing malpractices after examinations in secondary schools in the South East States of Nigeria?

Hypotheses

The following hypotheses are formulated to guide the study and were tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of male and female principals on the management strategies for curbing malpractices before examinations in secondary schools in South East of Nigeria.
2. There is no significant difference in the man responses of male and female principals on the management strategies for curbing malpractices during examinations in secondary schools in South East of Nigeria.
3. There is no significant difference in the mean responses of male and female principals in the

management strategies for curbing examination malpractices after examinations in secondary schools in South East of Nigeria.

METHOD

The area of this study is the South East states of Nigeria. The South East geopolitical zone of Nigeria comprises five states namely, Anambra, Enugu, Imo, Abia and Ebonyi States. The descriptive survey research design will be adopted for this study. This design is appropriate for this study because the researchers collected data from the respondents in order to ascertain the management strategies for reducing examination malpractices in South East geopolitical zone of Nigeria.

The population for this study comprised all the 1,240 secondary school principals in the area of the study. The sample of this study comprised 868 principals. These principals represent seventy percent (70%) of the entire population of 1,240.

The instrument to be used for data collection in this research is a 35-item researcher-made structured questionnaire titled "Examination Malpractices Curbing Questionnaire (EMCQ)". It has a 4-point rating scale of Very Often (VO), Often (OF), Rarely (R) and Very Rarely (VR) for all the sections. To achieve this, three experts, two from educational management and policy department, and one from measurement and evaluation unit in Nnamdi Azikiwe University were used to ascertain the face and content validity of the instrument. The reliability of the instrument was determined using Cronbach alpha on data collected from 30 principals drawn from secondary schools in Delta State. The reliability coefficients for the instrument were 0.82; 0.86 and 0.84 for sections 1, 2, and 3 respectively.

The researchers administered the instrument to the principals with the aid of fifteen research assistants who are familiar with the scope of the study, three from each of the five States. Mean scores were used in answering the research questions. In analyzing the data for the null hypotheses, the z-test was used to test the three hypotheses stated in the work. All the hypotheses will be tested at the 0.05 level of significance.

RESULTS

Research Question 1: What are the principals' management strategies for curbing malpractices before examinations in secondary schools in the South East States of Nigeria?

Table 1: Management Strategies for Curbing Malpractices before Examination

S/N	Items	Remarks
1	Assisting students to develop positive attitudes towards examinations through orientation and counseling.	1.40
2	Ensuring that teachers use instructional materials during teaching to enable students learn well.	1.42
3	Making school environment conducive for learning to encourage and attract students to come to school regularly and learn.	3.52
4	Insisting that parents/guardians provide their children (wards with basic requirement for learning).	3.64
5	Advising parents/wards to stop sending their children/wards to carry out activities that will make them keep away from school.	3.48
6	Checking teachers regularly to ensure that they carry out their duties diligently.	3.47
7	Avoiding the registration of non-school candidates for external examinations.	1.23
8	Avoid registration of candidates above the maximum capacity of the available space for examination.	1.32
9	Giving orientations and counseling to parents/guardians on the danger of examination malpractices.	1.40
10	Ensuring continuous and regular assessment of students during the school periods.	3.53
11	Encouraging team-work among students through quiz competitions, drama or debates.	1.38
12	Ensuring strict adherence to the rules in internal examinations and quizzes in order to prepare the students for external examinations.	3.48

Table 1 shows the mean scores on management practices for curbing malpractices before examinations. The mean scores of 3.52, 3.64, 3.48, 3.47 and 3.53 for items 3, 4, 5, 6 and 10 respectively indicate the management strategies used very often in curbing examination malpractices before examinations. The mean ratings of 1.40, 1.42, 1.23, 1.32, 1.40 and 1.38 for items 1, 2, 7, 8, 9 and 11

respectively indicate the strategies used very rarely in curbing malpractices before examinations.

Research Question 2: What are the principals' management strategies for curbing malpractices during examinations in secondary schools in the South East States of Nigeria?

Table 2: Management Strategies for Curbing Malpractices during Examinations

S/N	Items	Remarks
13	Ensuring that there is adequate space in the hall.	3.54
14	Keeping in and outside the hall neat	3.52
15	Having enough invigilators in the examination hall.	3.58
16	Ensuring that examiners stick to time.	3.48
17	Checking the candidates properly to avoid taken unauthorized materials into the hall.	1.42
18	Ensuring good sitting arrangements.	1.24
19	Ensuring that examination materials are adequate in the hall.	3.50
20	Using scanning machine while checking students into the hall and while in the hall	1.02
21	Showing personal presence in examination halls.	1.32
22	Installation and use of electronic devices to monitor candidates.	1.04
23	Organizing seminars for students to explain the rules guiding examinations in the school.	1.32
24	Organizing seminars for parents on the dangers of examination malpractices and the examination culture of the school	1.34
25	Ensuring that non-candidates keep off the halls used for external examination.	3.54

Table 2 shows the mean scores on management strategies for curbing malpractices during examinations. The mean scores of 3.54, 3.52, 3.58, 3.48, 3.50 and 3.54 for items 13, 14, 15, 19 and 25 respectively indicate the management strategies used very often in curbing malpractices during examinations. Similarly, the mean scores of 1.42, 1.24, 1.02, 1.32, 1.04, 1.32 and 1.34 indicate the

management strategies very rarely used in curbing malpractices during examination.

Research Question 3: What are the principals' management strategies for curbing malpractices after examinations in secondary schools in the South East States of Nigeria?

Table 3: Management Strategies for Curbing Malpractices after Examinations

S/N	Items	Remarks
26	Safe-guarding of scripts against repacking, using strong tapes and permanent marks.	3.52
27	Reward for candidates who maintained honesty during the examination.	1.42
28	Prompt release of results after examination.	1.32
29	Conference marking.	1.40
30	Conference recording and processing of scores	1.31
31	Monitoring of computer officials.	1.24
32	Cross-checking candidates' results with attendance taken in the hall.	3.49
33	Ensuring that materials used for the examination were returned and defaulters punished.	1.48
34	Cancellation of examinations where there as convincing evidence of irregularities.	3.50
35	Ensuring that staff and/or students involved in examination malpractice(s) are adequately punished.	3.52

Table 3 shows the mean scores on management strategies for curbing malpractices after examination. The mean scores of 3.52, 3.50 and 3.52 for items 26, 34 and 35 respectively indicate management strategies used very often to curb malpractices after examinations. Again, the mean scores of 1.42, 1.32, 1.40, 1.31, 1.24 and 1.48 for items 27, 28, 29, 30 31 and 33 respectively indicate the management strategies very rarely used to curb malpractices after examination.

Testing of Null Hypotheses

Null Hypothesis 1: There is no significant difference in the mean responses of male and female principals on the management strategies for curbing malpractices before examinations in secondary schools in South East of Nigeria.

Table 4: Z-scores on Management Strategies for Curbing Malpractices before Examination

N	R	Df	Cal.z	Crit.z	P<0.05
868	0.611	866	2.04	1.960	S

Table 6 indicates that at 0.05 significant level and 866 df, the calculated z-value of 2.04 is greater than the critical z-value of 1.960. The first null hypothesis is therefore rejected. Thus, there is significant difference in the mean responses of male and female principals on the management strategies for curbing malpractices before examinations in secondary schools in South East of Nigeria.

Null Hypothesis 2: There is no significant difference in the man responses of male and female principals on the management strategies for curbing malpractices during examinations in secondary schools in South East of Nigeria.

Table 5: Z- scores on Management Strategies for Curbing Malpractices during Examinations

N	R	Df	Cal.z	Crit.z	P<0.05
868	0.611	866	2.04	1.960	S

Table 6 indicates that at 0.05 significant level and 866 df, the calculated z-value of 2.04 is greater than the critical z-value of 1.960. The first null hypothesis is therefore rejected. Thus, there is significant difference in the mean responses of male and female principals on the management strategies for curbing malpractices during examinations in secondary schools in South East of Nigeria.

Null Hypothesis 3: There is no significant difference in the mean responses of male and female principals in the management strategies for curbing examination malpractices after examinations in secondary schools in South East of Nigeria.

Table 6: Z – scores on Management Strategies for Curbing Malpractices after Examinations

N	R	Df	Cal.z	Crit.z	P<0.05
868	0.611	866	2.04	1.960	S

Table 6 indicates that at 0.05 significant level and 866 df, the calculated z-value of 2.04 is greater than the critical z-value of 1.960. The third null hypothesis is therefore rejected. Thus, there is significant difference in the mean responses of male and female principals in the management strategies for curbing examination malpractices after examinations in secondary schools in South East of Nigeria.

SUMMARY OF FINDINGS

Based on the analysis of data collected for this study, the following findings were made:

1. Some management strategies used very often to curb malpractices before examinations include making school environment conducive for learning to encourage and attract students to come to school regularly and learn; insisting that parents/guardians provide their children (wards with basic requirement for learning) and advising parents/wards to stop sending their children/wards to carry out activities that will make them keep away from school.

2. Some management strategies used very rarely to curb malpractices before examination include: assisting students to develop positive attitudes towards examinations through orientation and counseling; ensuring that teachers use instructional materials during teaching to enable students learn well and avoiding the registration of non-school candidates for external examinations.
3. Some management strategies used very often to curb malpractices during examinations include: ensuring that there is adequate space in the hall; keeping in and outside the hall neat; having enough invigilators in the examination hall and ensuring that examiners stick to time.
4. Some management strategies used very rarely to curb malpractices during examinations include: checking the candidates properly to avoid taken unauthorized materials into the hall; ensuring good sitting arrangements; using scanning machine while checking students into the hall and while in the hall; and organizing seminars for students to explain the rules guiding examinations in the school.
5. Management strategies used very often to curb malpractices after examinations include: Safe-guarding of scripts against repacking, using strong tapes and permanent marks; Cancellation of examinations where there as convincing evidence of irregularities; and Ensuring that staff and/or students involved in examination malpractice(s) are adequately punished.
6. Management strategies used very rarely to curb malpractices after examinations include: reward for candidates who maintained honesty during the examination; prompt release of results after examination; conference marking; conference recording and processing of scores; and ensuring that materials used for the examination were returned and defaulters punished.
7. There is no significant difference in the mean scores of male and female principals on the management strategies used to curb malpractices before, during and after examinations.

DISCUSSION OF FINDINGS

This study investigated principals' management strategies for curbing malpractices before, during and after examinations in secondary schools in South East of Nigeria. One of the findings of the study was that making school environment conducive for learning to encourage and attract students to come to school regularly and learn agree with Ayua (2008) who found that school principals often utilize creation of conducive learning environment to fight the incidence of examination malpractice. Again, the finding that checking teachers regularly to ensure that they carry out their duties diligently is a strategy used very often curb examination malpractices agrees with Badmus (2006) who also found that regular

monitoring of teachers to ensure the commitment to work is mostly used to curb examination malpractices.

Further findings of the study include that ensuring adequate space in the hall, neatness of the hall and having enough invigilators are management strategies used very often to curb malpractices during examinations. The above finding confirmed an earlier study of Azare (2006) that examination malpractices can be curbed by spacing the students well and having enough invigilators in the hall. The finding that good sitting arrangements is very rarely used to curb malpractices during examination disagrees with Awanbor (2005) where it was found that subjects investigated in the study mostly use good sitting arrangements to fight the scourge of examination malpractices in schools.

Again, it was also found that safe-guarding of script, cancellation of examinations and punishing culprits are strategies used very often to curb malpractices after examinations. The above findings are in agreement with Ayua (2008) who found that adequate punishment of offenders and cancellation of examination where cases of malpractices were proved can reduce examination malpractices. Further findings indicate that rewarding good candidates, prompt release of results, conference marking and monitoring of computer officials are very rarely used to curb malpractices after examinations. The above findings agree with Aminu (2006) who also found that most school managers reward well-behaved student or release their results promptly to check the incidence of examination malpractices in secondary schools.

CONCLUSION

Based on the analysis of data for this study, the researchers concluded that principals use different strategies to curb malpractices before, during and after examinations. However, there are strategies found very useful in literature which were rarely used by the principals.

IMPLICATIONS OF STUDY

The findings of this study have implications for school principals, teachers and the government. The high rate of examination malpractices in the country is an indication that some principals compromise in their duty. The quest for money at all costs has made some of them to encourage examination malpractices. The principals ought to know that they are training the leaders and teachers of tomorrow and as a result, live up to expectation.

The teachers also need to observe the ethics of the teaching profession by discouraging malpractices in their schools. Teachers should not connive with students to aid or abate examinations malpractices

knowing full well its destructive nature in the country.

The government seems not to be serious in the fight against examination malpractices. The inability to convict and offender despite the existence of a law against examination misconduct in the country shows government lack of political will to enforce the law against examination malpractices.

RECOMMENDATIONS

Based on the analysis of data and discussion that followed, the following recommendations were made:

1. School management should very often assist students to develop positive attitudes towards examination through orientation and counseling;
2. Principals should ensure that teachers use instructional materials adequately during teaching to enable students learn very well.
3. Principals should abstain from registering non-candidates for external examinations or registering above the carrying capacity of their school.
4. The government should give principals, teachers, parents and guardians orientations and counselling on the dangers of examination malpractices.
5. Teachers should not only ensure good sitting arrangement, candidates for examination should be properly checked to ensure that they do not enter the hall with unauthorized materials.
6. Principals should install, use electronic devices to monitor candidates and as well, use scanning machines while checking students into the hall.
7. Schools should adopt conference making and conference recording and processing of scores.
8. Principals should not only reward well-behaved students during examination, they should also ensure prompt release of results after examination.

LIMITATIONS OF THE STUDY

The findings of this study have the following limitations:

1. One major limitation of the finding is the use of only questionnaire. There are some other techniques such as interview or direct observation which could have been added to the one used for a more comprehensive study. To some extent, this may affect the reliability of the result.
2. The respondent may have faked their responses and this may equally affect the reliability of the findings.

However, none of the limitations invalidated the study.

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