

Factors Responsible for Examination Malpractice among Secondary School Students in Christian Religious Education

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Abstract: Using a descriptive survey design, the study investigated into the factors responsible for examination malpractice among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State, Nigeria. The study made use of 165 randomly sampled students out of the entire population of (4127) Senior Secondary 1 (SS1) students in 46 government senior secondary schools that make up the three Local Government Areas of Udenu, Igbo-Eze South and Igbo-Eze North in Obollo-Afor educational zone of Enugu State. Three research questions and three hypothesis guided the study. A well structured questionnaire was used to elicit information from the students while mean, standard deviation and t-test of independent sample were used to analyze the data gathered. Some findings of the analyzed data revealed that poor pedagogical practices inadequacy and poor implementation of curriculum and student's poor attitudes to learning are the factors that instigate examination malpractice in Obollo-Afor educational zone of Enugu State.

Key words: Examination malpractice, students, factors, secondary schools, questions, independent

INTRODUCTION

In educational processes, examination is basically one of the ways of measuring and determining the efficacies of teaching and learning. Examination is one of the assessment tools that determine the learning outcome of students in cognitive domains of educational objectives (Igbokwe, 2009). Examination according to Anzene (2014) is defined as a formal test of one's knowledge or ability in a particular subject, especially, through answering questions or practical exercises. Therefore, it is through examination that students are evaluated or tested to find out the quality of knowledge they have acquired within a specific period. Examination as a tool is very crucial as it helps not only to determine the learning outcomes but help to make good decisions on the worth and progress of education in a country. Examination according to Alutu and Aluede is a process of measuring how much knowledge a student in an institution of learning has acquired exposing him or her to a definite course of instruction. Drawing upon all these definitions an examination can rightly be said to be an indispensable tool in our educational system. Examination serves various functions which include they are used to determine student's grades and award of certificates to candidates it serves as a means of selecting the best candidates for various

purposes and examination helps teachers to evaluate their work. If student's performance in the examination is encouraging then it indicates that the teacher's method of teaching is appropriate and effective.

Although, an examination is not the true test of knowledge as it measures only learning the outcome of students in the cognitive domain, it is central to the growth and development of the school system. It helps in determining the level of attainment and achievement of educational objectives. Nevertheless, for the past 35 years now there has been misconduct or fraud in the examination system in Nigeria which is popularly termed as examination malpractice. This invariably makes it impossible to determine the level of student's relative performance in school subjects.

In most of Nigeria's secondary schools, Christian Religious Education (CRE) is one of the core subjects that are offered by the students at all levels of secondary education. Specifically, in Obollo-Afor educational zone, it is a compulsory subject for all junior students due to its moral ingredients whereas it is done on choice by any student who wishes to continue with it at the senior levels. Examinations (CRE examinations inclusive) are always given at the end of every term for each class of secondary schools. Consequently, higher examinations like West African Examination Council

(WAEC); National Examination Council (NECO), etc. are always taken at the final stage of every secondary school education to test student's cognitive or mental achievements throughout learning processes. The Christian religion is being practised in Nigeria until today because it is a builder of attitude and morality. Religion cannot be separated from education that is the reason why Christian religious education is included in the national curriculum of education right from the primary to the university education as cited by Lawal (2010). Despite the importance of Christian religious education to the individual and nation in imparting moral values and behavioural change, it is worthy to note that most students in secondary schools still engage in examination malpractice as quoted by Lawal (2010).

Examination malpractice is an abnormal behaviour that contravenes the ethics or ethos of the examination. It is the illegal or unlawful attitude that does not support the attainment of the goals or objectives of examination as a tool in the school system. Examination malpractice as stipulated by involves a deliberate act of wrongdoing contrary to official examination rules and is designed to place a candidate at an unfair advantage. Examination malpractice has graduated from mere stretching of the neck to see what another candidate is writing during the exam or consulting unauthorized notes or books inside or outside the examination hall to such sophisticated methods as the use of micro-computer, mobile phones and guns to intimidate those concerned with the administration of exams. According to Examination Act of 1999 cited by Hyacinth and Kalu (2016) defined examination malpractice "as any act of omission or commission by a person who before during or after any examination fraudulently secures any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, authenticity of the examination and ultimately the integrity of the certificate issued. Onuka and Amusan (2008) defined examination malpractice as any act or irregular behaviour exhibited by a candidate or anybody associated with the conduct of exams before during or after the examination that contravenes the rules and regulations governing the conduct of such examination. In other words, examination malpractice is the tendency to involve in behaviour that is not lawful to the standard of examination.

Examination malpractice is not a new phenomenon in Nigeria. Maduemezia as cited by Anzene (2014) reported that the first examination malpractice in Nigeria occurred in 1914 during the

Senior Cambridge Local Examination papers which were leaked before the scheduled date of examination. Thus, examination malpractice which started at a low trend became more pronounced in 1970, involving persons other than the candidates. Since, then examination malpractice became more advanced and sophisticated. History abounds that there are incidences of student's involvement in examination malpractice in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State. The truth is not far-fetched as Ezugwu, (2013) stipulates that examination practice is now a tradition for students in Obollo-Afor educational zone. Students now carry lesson notes, phones, textbooks, jotters, etc., to examinations without thinking that such acts contravene to the moral injunctions of Christian religious education which by all dimensions is morally based and inclined. Consequently, in a related approach, Eze (2010) in his analysis on the factors necessary for students declining interest in Christian religious education in Obollo-Afor educational zone opines that the hope to cheat in examination makes them not to show zeal and enthusiasm towards the study of the subject. The implication of this is that examination malpractice is already traditional impunity as far as Christian religious education is concerned in Obollo-Afor educational zone of Enugu State.

Examination malpractice which started as a minor misdemeanour in Obollo-Afor educational zone of Enugu State in Nigeria has assumed a chronic and endemic status. It seems to have become a permanent feature all efforts by the state government, examination bodies, concerned organizations, educational institutions and individuals towards its eradication have not yielded the meaningful and expected result. In practice, examination malpractice has become an organized system of cheating involving not only candidates but teachers, heads of schools, parents and various other accomplices. This organized system of cheating has become, so, widespread that there is virtually any examination that there is no one form of cheating or the other.

Several studies and media reports in Nigeria have continued to raise concerns about the alarming incidence of examination misconduct among students. Examination misconduct is anything done by an examination candidate, examination administrator, teacher, parent or any other person that goes against stipulated examination ethics and laws. Examination Malpractice Act (2012) listed some acts of examination misconduct to include cheating at examinations, stealing of question papers, impersonation, disturbances at examinations,

obstruction of supervision, forgery of result slips, breach of duty, conspiracy and aiding and damaging or hiding other student's materials. In other words, any act of dishonesty, cheating or improper action carried out during any examination against stipulated examination rules and regulations constitutes examination misconduct.

The incidence of examination misconduct in Nigeria has become, so, widespread that there is almost no examination anywhere at all levels of the formal school system without one form of sharp misconduct or the other (Oluremi, 2014). The situation is so, bad that according to Omeri (2012), Nigeria occupies the number one position in the world's examination malpractice index. Results from a nationwide study by Nworgu (2006) indicated that 62% of secondary school students in Nigeria practised one form of examination misconduct or the other before leaving secondary school. Many students are ready to pay any prize, cash or kind to pass the examination they did not prepare for. This suggests that a high percentage of the students appear to have examination misconduct tendencies. The persistent involvement in examination malpractice in Christian religious education among secondary school students in Obollo-Afor educational zone is a clear manifestation of this problem (West African Examination Council (WAEC) Chief Examiner's reports (2008-2016); National Examination Council (NECO) Chief Examiner's report (2012-2016).

However, in Obollo-Afor educational zone there is still a gap of information on the actual factors that instigate students of secondary schools in Obollo-Afor educational zone of Enugu State, Nigeria to engage in examination malpractice. The factors could be the pedagogical or teaching factors, the curriculum factors, the student's related factors. The methods of teaching adopted by CRE teachers during classrooms instructions could be the reasons why students engage in examination malpractice to cover up with what they either did not learn or comprehend. Relatively, the designed instructions (curriculum) and the student's attitudes towards the subject could equally constitute the major reasons why most students in Obollo-Afor educational zone finds delight in examination malpractice in Christian Religious Education (CRE) examinations. If these factors are not determined and solved completely, it would hinder the attainment of Nigerian vision of becoming the 20th largest economy of the world in the year 2020. It could also mar the attainment of quality and lifelong education of the Sustainable Development Goals (SDGs) No. 4 priority of the United Nation in Enugu State. It is against this background that the present study is designed to

ex-ray the factors responsible for examination malpractice in secondary schools of Obollo-Afor educational zone of Enugu State, Nigeria.

Statement of the problem: The role of examination as an instrument for determining the learning outcome of students and teacher's level of curriculum implementation in schools cannot be overemphasized. Despite this value placed on examination, it has been ravaged by examination malpractice. In Nigerian society, specifically in Obollo-Afor educational zone of Enugu State, examination malpractice is predominant, its impact is visibly seen in the type of human resources the education system has produced. Again, the educational system strives to inculcate high level of discipline, diligence, moral love for others to the recipients where the examination is fraught with malpractice, all the important feedback mechanism becomes defaulted and the educational system becomes distorted. Examination malpractice leads to irreversible loss of credibility. Dismissal, termination, loss of position and lack of self-confidence are effects of examination malpractice and have caused a lot of embarrassment and suffering to individuals, families and the nation. The guilty ones who were not caught and punished cannot defend the certificates procured not to talk of delivering at their duty posts. The prevalent rate of bank failures, the collapse of buildings, economic sabotage, vandalism, kidnapping/hostage-taking for ransom, drug trafficking, fake drug manufacturing and sales are practical effects of moral decadence, emanating from examination malpractice. Effects of examination fraud are displayed in the filling stations, churches, homes, hospitals, markets and everywhere. The fight against corruption cannot be realized, if examination malpractice continues to be rampant in our educational system. As future leaders who have been equipped through a school system characterized by academic fraud and dishonesty will certainly manifest this fraudulent behaviour in any organization they may find themselves. Nevertheless, there is still inconclusive study on the major factors responsible for examination malpractice in Nigeria particularly in Christian religious education in Obollo-Afor educational zone of Enugu State. This is because examination malpractice is relative to place and time.

Therefore, the problem of this study posed in question form is what are the factors responsible for examination malpractice among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State. This is the gap that is filled by the present study.

Purpose of the study: The main purpose of this study is to investigate the factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria. Specifically, the study sought to.

Ascertain the pedagogical factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria.

Ascertain the curriculum factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria.

Ascertain the student's related factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria.

Research questions: The following research questions guided the study. What are the pedagogical factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria?

What are the curriculum factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria?

What are the student's related factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria?

Research hypothesis:

- H_{01} : there is no significant difference in the mean rating of male and female students on how pedagogical factors are responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria
- H_{02} : there is no significant difference in the mean rating of male and female students on how curriculum factors are responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria

- H_{03} : there is no significant difference in the mean rating of male and female students on how student's related factors are responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria

MATERIALS AND METHODS

Design of the study: This study adopted a descriptive survey design. This research design is the type that supports the study of a group of people or items by collecting and analyzing data from only a few people or items who serve as representative to a larger group. According to Nworgu (2006), a descriptive survey aims at collecting data on and describing systematically, the characteristics, features or facts about a given population. Thus, the researchers adopted this design to collect information from students of senior secondary schools 1 as regards the factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State, Nigeria.

Population of the study: The population of this study which according to the planning, research and statistics Department of Post Primary School Management Board in Obollo-Afor educational zone of Enugu State comprised of (4127) Senior Secondary 1 (SS1) students in 46 government senior secondary schools that make up the three Local Government Areas of Udenu, Igbo-Eze South and Igbo-Eze North in Obollo-Afor educational zone of Enugu State. The choice of Senior Secondary 1 (SS1) students is drawn from the facts that they are mostly exposed to school's curriculum and at this level of secondary education, students have not actually started to choose subjects that they will write in major examinations. consequently, students are been groomed towards engaging in higher examinations like West Africa Examination Council (WAEC), National Examination Council (NECO), etc.

Sample and sampling technique: The sample of this study is (165) students (70 male and 95 female) randomly selected from 15 senior secondary schools in Obollo-Afor educational zone of Enugu State. About 5% of the entire population will be selected from the entire population because Nwana maintained that when the population is in thousands that the researcher should select 5% to be the sample of the population.

Instrument for data collection: The instrument used for data collection was a researcher-developed questionnaire titled “Factors Responsible for Examination Malpractices Questionnaire” (FREM-Q). The instrument was developed from the literature, personal observation by the researchers and interaction with the stakeholders in education in the area of the study. A direct method of data collection was used in this study. A total of (165) questionnaires were distributed to the respondents in their various schools and were retrieved on the spot. The retrieval of the completed questionnaires on the spot ensured a high return rate.

Method of data analysis: The data collected through the questionnaire was analyzed using mean and standard deviation. The mean scale for all the respondents was strongly agree for 3.50 and above, agree for 2.50-2.59, disagree for 1.50-2-49 while strongly disagree for 0.50-1.49. The null hypothesis were analyzed using t-test of independent sample at 0.05 level of significance.

RESULTS AND DISCUSSION

The analysis of research question Table 1 showed that the respondents in 1 tem 1-5 had a mean scores raging from 2.91-3.35 with the standard deviation of 0.79, 0.80, 0.99, 0.71 and 0.93 that inability of teachers to adopt strategies/methods that enhance student’s diverse learning styles were responsible for examination malpractice that unavailability and non-utilization of relevant instructional materials in teaching and learning were responsible examination malpractice that curriculum overload and structure in content instigate examination malpractice that the inability of teachers to reinforce students positively towards learning are responsible for examination malpractice and that lack of guidance and counselling services in schools are responsible for examination malpractice. The grand mean score of all the items in Table 1 is 3.32 which is greater than the mean cut-off point of 2.50 and indicate strongly agree. Therefore, poor pedagogical practices adopted by teachers were responsible for examination malpractice in secondary schools in Obollo-Afor educational zone of Enugu State.

The analysis of research question 2 in Table 2 revealed that the respondents in item 6-10 had the mean scores ranging from 3.20-3.40 with the standard deviation ranging from 0.73-0.89. The inability of teacher to evaluate the learning outcomes of students are curriculum problem responsible for examination malpractice that lack of quality instructional material for curriculum implementation is responsible for examination malpractices overloaded curriculum makes it impossible for effective implementation of the curriculum is responsible for examination malpractice in school that poor conducive environment for learning is responsible for examination malpractice and that innovation in education which are difficult for implementation is responsible for examination malpractice in secondary school. The grand mean score of all the respondent in item 6-10 is 3.29 which according to mean cut-off point indicates strongly agree. Therefore, inadequacy and poor implementation of the curriculum was responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State.

The analysis of research question 3 in Table 3 revealed that the respondents in item 11-15 had the mean scores ranging from 3.11-3.21 with the standard deviation ranging from 0.67-0.86. This indicates that students strongly agreed that student’s poor attitude to learning, e.g., laziness, lack of interest and procrastination to school work were responsible for examination malpractice, high truancy rate among students which negatively affect their participation in school work promote examination malpractice, peer influence and engagement in immoral behaviour in schools were responsible for examination malpractice, over watching of movies and phone charting by students instigate examination malpractice and poor reading habit and skills among students were responsible for examination malpractice. The grand mean score of the entire respondent in item 20-25 is 3.23 which according to mean cut-off point indicates strongly agree. Therefore, student’s related factors responsible for examination malpractices secondary school in Obollo-Afor educational zone of Enugu State.

Table 1: Mean rating of students on the pedagogical factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State

| Items description | Mean | SD | Decision |
|--|------|------|----------|
| Inabilities of CRE teachers to adopt strategies/methods that enhance student’s diverse learning styles promote examination malpractice | 3.35 | 0.79 | SA |
| Unavailability and non-utilization of relevant instructional materials in teaching and learning CRE promote examination malpractice | 3.29 | 0.80 | SA |
| Curriculum overload and structure in content is responsible for examination malpractice | 2.91 | 0.99 | SA |
| Inability of CRE teachers to reinforce students positively towards learning promotes examination malpractice | 3.35 | 3.13 | SA |
| Lack of guidance and counselling services in schools examination malpractice | 0.71 | 0.93 | SA |

Grand mean score = 3.22

Table 2: Mean rating of students on the curriculum factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State

| Items description | Mean | SD | Decision |
|---|------|------|----------|
| The inability of CRE teachers to evaluate the learning outcomes of students are curriculum problem that promote examination malpractice | 3.40 | 0.73 | SA |
| Lack of quality instructional material for curriculum implementation promotes examination malpractices | 3.30 | 0.82 | SA |
| Overloaded curriculum makes it impossible for effective implementation of the curriculum promotes examination malpractice in school | 3.30 | 0.89 | SA |
| Poor conducive environment for learning promotes examination malpractice | 3.27 | 0.77 | SA |
| Innovation in education which is difficult for implementation promotes examination malpractice in secondary school | 3.33 | 0.81 | SA |
| Grand mean scores = 3.29 | | | |

Table 3: Mean rating of students on the student's related factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State

| Items description | Mean | SD | Decision |
|--|------|------|----------|
| Student's poor attitude to learning, e.g., laziness, lack of interest and procrastination to school work promote examination malpractice | 3.21 | 0.86 | SA |
| High truancy rate among students which negatively affect their participation in school work promote examination malpractice | 3.33 | 0.72 | SA |
| Peer influence and engagement in immoral behaviour in schools promote examination malpractice | 3.11 | 0.78 | SA |
| Over watching of movies and phone chatting by students promote examination malpractice | 3.21 | 0.67 | SA |
| Poor reading habit and skills among students promote examination malpractice | 0.71 | 3.13 | SA |
| Grand mean score = 3.23 | | | |

Table 4: t-test of independent sample on the significant difference in the mean rating of male and female students on the pedagogical factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State

| Variables | N | Mean | SD | t-values | df | Sig.(2-tailed) | Level of sig. | Decision |
|-----------|----|--------|---------|----------|-----|----------------|---------------|----------|
| Male | 70 | 3.2474 | 0.34361 | 5.674 | 163 | 0.08 | 10.05 | NS |
| Female | 95 | 2.1977 | 0.38246 | 5.916 | - | - | - | - |

Data in Table 4 showed that the mean scores of male and female students on the pedagogical factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State were 3.2474 and 2.1977 with the standard deviation of 0.34361 and 0.38246, respectively. The male students indicated high response than female students on the pedagogical factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State. It also showed that the calculated t-value of 5.674 was not significant at 0.081 significant (2-tailed) which is greater than the chosen level of 0.05. Thus, the null hypothesis is rejected. Therefore, there is no significant difference in the mean rating of male and female students on the pedagogical factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State of Nigeria.

Data in Table 5 showed that the mean scores of male and female students on the curriculum factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State were 3.3737 and 3.2386 with the standard deviation of 0.36098 and 0.55569, respectively. Male students indicated

high response than the female student on the curriculum factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State. It also showed that the calculated t-value of 3.604 was significant at 0.000 significant (2-tailed) which is lower than the chosen level of 0.05. Therefore, there is no significant difference in the mean rating of male and female students on the curriculum factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State of Nigeria.

Data in Table 6 showed that the mean scores of male and female undergraduate's students on the student's related factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State of Nigeria were 3.2104 and 3.1344 with the standard deviation of 0.32231 and 0.53512, respectively. Male and female students indicated the same responses on the student's related factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State of Nigeria. It also showed that the calculated t-value of 3.703 was significant at 0.04 significant (2-tailed) which is lower than the chosen level of 0.05. Therefore, there is a significant difference in the

Table 5: t-test of independent sample on the significant difference in the mean rating of male and female students on the curriculum factors responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State

| Variables | N | Mean | SD | t-values | df | Sig. (2-tailed) | Level of sig. | Decision |
|-----------|----|--------|---------|----------|-----|-----------------|---------------|----------|
| Male | 70 | 3.3737 | 0.36098 | 3.604 | 163 | 0.000 | 0.05 | S |
| Female | 95 | 3.2386 | 0.55569 | 3.823 | | | | |

Table 6: t-test of independent sample on the significant difference in the mean rating of male and female students on the student's related factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State of Nigeria

| Variables | N | Mean | SD | t-values | df | Sig.(2-tailed) | Level of sig. | Decision |
|-----------|----|--------|---------|----------|-----|----------------|---------------|----------|
| Male | 70 | 3.2104 | 0.32231 | 3.703 | 163 | 0.04 | 0.05 | S |
| Female | 95 | 3.1344 | 0.53512 | 4.062 | | | | |

mean rating of male and female students on the student's related factors responsible for examination malpractices among secondary school students in Obollo-Afor educational zone of Enugu State of Nigeria.

This study has explored information on the factors that instigate examination malpractice among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State of Nigeria. The discussion of the study was made in accordance with the three research questions. The result of research question 1 revealed that poor pedagogical practices adopted by teachers were responsible for examination malpractice in Christian Religious Education (CRE) in secondary schools in Obollo-Afor educational zone of Enugu State. This finding is in tandem with the finding by Asikhia (2010) who found that poor method of teaching is the factor that instigates examination malpractice in Nigerian schools. The finding is also supported by the finding of Ajayi and Ekundayo (2010) also identified incessant strike, poor methods of teaching, teacher's inability to cover syllabus and teacher's lack of resourcefulness in teaching as causes of mass failure of students in public examinations.

The result of research question 2 revealed that inadequacy and poor implementation of the curriculum is responsible for examination malpractices among secondary school students in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State. This finding is in correlation with the finding of Ajayi and Osalusi (2013) who found that the Nigerian curriculum is overloaded and not easy for effective implementation. The finding further showed that the inability of teachers to implement the curriculum could be attributed to lack of time and efficient resources which invariably promotes examination malpractice in Nigeria.

The result of research question 3 revealed that student's poor attitudes to learning were the student's

factors responsible for examination malpractice in Christian Religious Education (CRE) in Obollo-Afor educational zone of Enugu State. This finding aligns with the finding by Aremu and Sokan (2003) who found out that the student's factors of poor academic performance were poor study habits, psychological adjustment problems, lack of interest in the school programme, low retention, association with wrong peers, low achievement motivation and emotional problems. Other studies like Salami (2004), Ajayi and Ekundayo (2010) have shown that student's lack of financial support, absenteeism, truancy use of local language in the classroom, lack of interest and joy in teacher's lessons and learning disability causes the poor academic performance of students. Other causes include low cognitive ability, gender prematurity, medical problems and the inability of students to understand examination questions.

CONCLUSION

Student's involvement in examination malpractice in Christian Religious Education (CRE) in secondary schools in Obollo-Afor educational zone of Enugu State, Nigeria is very apparent as established by this study. While the teachers felt they were partly responsible for the examination malpractice as most of them often believed that the students, government, parents and schools could not be exonerated from the problem. Because of the multi-dimensional nature of the causes of examination malpractice in schools there is a need for multi-dimensional solutions to the problem. To this end, the teachers, parents, schools and government should live up to expectation in creating the enabling environment for the students to perform well in the school and avoid depending on illicit behaviour called examination malpractice in schools. Moreover, the students should study hard to be independent in the examination and as well come out in flying colours.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

- Teachers should adopt innovative pedagogical skills to ensure effective teaching and learning in secondary schools
- The curriculum of secondary schools should be revisited and align properly for effective implementation
- The students should study hard to be self-reliant and independent before registering for internal or external examinations in schools in Nigeria

Suggestions for further studies: The following suggestions for further studies were made:

- The study of this nature should be carried in other local government areas and educational zones in Enugu State
- Another study should be carried on the technological factors instigating examination malpractices in Nigeria
- Another study should be carried by other researchers on social factors instigating examination malpractice in secondary schools in Nigeria

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