

To Identify the Techniques of Malpractices in Examinations Adopted by High and Senior Secondary School Students at School and Board Examinations Stage as Perceived by (i) Senior Secondary School Students; (ii) Senior Secondary School Teachers; and (iii) Community Members

Dr. Surender Kumar

Assistant Professor, Kullu College of Education, Vill. Bohgana,
Post Office: Garsa, Distt. Kullu, Himachal Pradesh-175141

ABSTRACT

From the east to the west, north south the menace of examination malpractice is echoed in all the nooks and crannies of our country. The disease has eaten deep at all levels of our educational system ranging from the tertiary institution down to the primary level. The malady seems incurable because virtually all citizens in one way or the other are involved in this educational malaise. The youths believe they cannot be successful in examinations without this malpractice. Examination malpractice is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage. It comes in different forms like the leakage of examination papers prior to examinations, impersonation, external assistance, writing the answers on the blackboard dictation during examinations, illegal candidates, electronic assistance using phones, pagers etc, smuggling whitepaper into the hall, reproduction of another candidate's work with or without permission, inadequate spacing, lax supervision and inflation or reduction of a candidate's original mark by those who grade the scripts. Laziness, inadequate preparation for examinations, pupils not taking their studies seriously, indolence, depending on fraudulent means to make it without any hard work, and all of this is done with the support of unscrupulous parents and a corrupt system of national life. These are the root causes of this tragedy.

1. INTRODUCTION:

The review of research dealing with malpractices in examinations discussed above indicates that though some studies have been conducted on the theme, but there is dearth of in-depth studies. Especially in India, no worthwhile attempt has been made to investigate the issue in a serious way. This is no secret that the menace of malpractices has risen enormously and dangerously at all levels of education in India. This is indicated by the news items appearing in local and national newspapers every now and then, especially during examination days. In view of this the problem is selected for investigation.

Tambawal, (2013) has listed the following forms of examination malpractices:

1. Leakage: This means that the content of examination or part of it is disclosed prior to taking the examination. Usually it involves one or more of the following: staff members of the examination authorities, printers, proof readers, and messengers, personal who develop the question papers (setters) or who determine its suitability (moderators) and school administrators.
2. Impersonation: An individual who is not registered as a candidate takes the place of one that is registered. Usually this involves collusion between the chief examiner and the examination supervisor. It frequently involves tertiary institutions students taking the test for monetary reward or a favor for a girl friend or boyfriend. Sometimes young employees are coerced to take the examination in place of the rightful examinee.
3. External assistance: Individuals who are not examination candidates giving unauthorized assistance to candidates. Usually this involves invigilators (exam room supervisors) dictating answers, writing answers on the black boards, calculating sheets of worked out answers during the course of the examinations or acting as couriers of materials into the examination centre. In some instances external helpers here used phones or broadcast answers.

4. Smuggling of foreign materials: This is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g. note books, crib notes, charts and answers) into the examination hall. Material is frequently smuggled in pants, shoes, hems and bras or information is written on parts of the body.
5. Copying: Reproduction of another candidate's work with or without his permissions.
6. Collusion: Unauthorized passing of information between candidates usually by exchanging notes or scripts. Usually involves only the candidate but can be facilitated by inadequate spacing between desks and lax supervision.
7. Intimidation: Examination officials including supervisors and makers of question papers are physically threatened. Usually involves people seeking support for individual candidates. Candidates here also placed weapons in clear view of supervisors to intimidate them. Substitution of scripts, replacing answer sheets handed out during the course of examination usually involves examination office officials, invigilators and some teachers working outside the examination hall.
8. Ghost centres: Fictitious examination centres. These are established by corrupt examination officials where candidates can complete the examination with the support of helpers and without supervision.
9. Question paper makers malpractice: Deliberate alteration of marks designed to inflate or deflate a candidate's original marks. This can be initiated by examination officials, by candidates (making contract with the question paper makers) or making contracts with the candidates.
10. Awards and Certification: Deliberate alteration of awards and certificates in the past usually confined to examination officials but in more recent years include printers and candidates with high level of skills in technology.

Josephson, Michael and Mertz, Melissa (2004) record the following means of malpractices in examinations:

1. Copying from others.
2. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
3. Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information.
4. Taking an exam for another student, or permitting someone else to take a test for you.
5. Asking another to give you improper assistance, including offering money or other benefits.
6. Asking for or accepting money or any other benefit in return for giving improper assistance.
7. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
8. Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
9. Altering a graded exam and resubmitting it for a better grade.
10. Working together on a take-home exam, unless specifically authorized by the teacher.
11. Gaining or providing unauthorized access to examination materials.

Ahmed (2015) lists the following types of malpractices in examinations:

1. Allotment of choice examination centres to candidates in external examination
2. Collusion
3. Leakages of question paper
4. Late submission of answer booklet by the supervisor
5. Mass copying
6. Smuggling of answer scripts inside and outside the examination hall
7. Dubbing or Xeroxing
8. Threat to the live of the invigilator/ supervisor

2. OBJECTIVE OF THE STUDY

The following objective was formulated for the present study:

To identify the techniques of malpractices in examinations adopted by high and senior secondary school students at school and board examinations stage as perceived by (i) senior secondary school students; (ii) senior secondary school teachers; and (iii) community members

3. METHOD

The objectives laid down for the study at hand conform to all the characteristics of descriptive method. Hence, descriptive method of research was used in the present study.

3.1 Sample

The State of Himachal Pradesh has twelve districts. Out of these, the following five districts were selected randomly viz., Solan, Kullu, Shimla, Lahaul & Spiti and Kangra. In the second stage, ten Senior Secondary Schools each from five districts were chosen randomly. In the third stage, thirty senior secondary school students from each school were taken randomly. The total sample comprised of 1500 students. From each of the 50 selected schools, the willing teachers were included in the sample. The total sample comprised of 200 school teachers and 200 willing community members were included in the sample. Forty community members were taken from each district applying the technique of incidental sampling.

3.2 Tool Used

The instrument used to collect data from students, teachers and community members for this study was a scale titled "Examination Malpractices Scale"

3.3 Operational Definitions of Specific Terms

A few specific terms have been used in the text a number of times. The operational meanings of these terms have been given below.

a. Techniques:

Techniques refer to methods, devices or means which a student employs while engaging in malpractices in examinations.

b. Malpractices in Examination:

Malpractice in examination is a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage.

4. DELIMITATIONS OF THE STUDY:

The study was delimited to five districts of Himachal Pradesh to be selected randomly.

5. RESULTS

a. The responses of senior secondary school students in terms of frequencies for 31 items for techniques with respect to malpractices in examinations are presented in Table 1

Table 1: Responses of senior secondary school students in terms of frequencies for 31 items for techniques with respect to malpractices in examinations along with χ^2 values

WAYS/MEANS OF MALPRACTICES/COPYING IN EXAMINATIONS							
5 = Strongly Agree; 4 = Agree; 3= Uncertain; 2 = Disagree; 1 = Strongly Disagree							
S. No.	Items	5	4	3	2	1	χ^2
1	Copying from other students in close seating arrangements	741	403	133	108	115	1013.56**
2	Carrying hand written or printed matter/material in examination hall concealed in pockets, shoes, mathematical set packs, brassieres, ballpoint pen cases, plastic water bottles etc.	686	361	217	125	111	753.17**
3	Use of electronic devices like mobiles, walkie-talkie, bluetooth devices, watches etc.	526	330	272	196	176	263.17**
4	Writing study material on body parts – palms, arms, thighs or legs	581	387	190	191	151	442.37**
5	Hide cheating material in toilets, benches, chairs etc.	647	365	192	182	114	616.06**
6	Writing on benches	526	408	208	205	153	339.46**
7	Writing on inner lining of shirts, jackets, blouses, brassieres and handkerchiefs	479	469	263	121	168	371.45**
8	By asking answers from one another	763	439	120	94	84	1183.94**
9	Exchanging answer-sheets by students during examination	398	551	258	132	161	406.38**
10	By sharing written material brought by other students	525	404	241	175	155	338.57**
11	Threatening invigilators through verbal attack, misconduct or exposing offensive weapons in examination centers	298	137	500	197	368	272.69**
12	Help from outside the examination hall by friends, parents or relatives	178	327	465	185	345	193.63**
13	Help from supporting staff – waterman, peon etc.	182	268	524	247	279	227.91**
14		175	262	422	376	265	129.85**
15	Opting for or change to soft examination centre	203	594	274	192	237	373.85**
16	Partial or complete leakage of question papers by teachers	243	307	346	383	221	61.81**
17	Help from school teachers	235	316	451	222	276	113.14**
18	Addition of material in answer sheets after examination	195	270	542	306	187	277.65**
19	Buying question papers for the ward by the parents	260	200	295	383	362	74.53**
20	By collaborating with examiners who evaluate answer scripts	172	292	316	288	432	114.24**

21	By collaborating with examination branch staff to alter or inflate marks	212	274	428	179	407	169.65**
22	School-teachers dictate or write answers on the blackboard for all the students in examination hall especially for objective type and short answer type questions	258	264	450	281	247	95.77**
23	Registration of non-school candidates for school examination purpose on payment basis and helping them to pass	293	397	354	201	255	80.67**
24	Allowing dummy/fake students for writing examination instead of real students (Impersonation)	155	334	280	418	313	122.25**
25	Providing generous hospitality to superintendent for ignoring the use of malpractices	181	359	510	233	217	243.73**
26	Providing generous hospitality to invigilators to divert their attention from doing a good job or being soft	176	465	415	244	200	229.87**
27	Alerting the examinees by giving signal like throwing stones on roof of examination hall by sympathisers sitting outside about the arrival of flying squad	190	367	462	217	264	170.06**
28	Changing/substituting answer sheets after examination	170	335	474	247	274	172.95**
29	Connivance with invigilators	184	524	319	249	224	241.23**
30	Allowing a weak student to sit beside a brilliant student	187	563	350	204	196	348.23**
31	Seating some students of influential parents in a separate room	245	385	321	222	327	58.35**

** Significant at 0.01 level of confidence

Interpretation

It is revealed from Table 1 that χ^2 value is significant at 0.01 level of confidence for all the thirty one items studying techniques with respect to malpractices in examinations. This indicates that the responses of senior secondary students in terms of frequencies for strongly agree, agree, uncertain, disagree and strongly disagree differ significantly for all the thirty one items. The scrutiny of Table 1 indicates that the students have responded more favorably to strongly agree and agree options for item numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,15, 17, 23, 25, 26, 27, 29, 30 & 31 and have responded more favorably to 'strongly disagree & disagree' options for item numbers 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 24 & 28. However, in order to get a clearer picture, the responses for 'strongly agree & agree' and 'disagree & strongly disagree' are added and the following scenario emerges.

Table 2: Added frequencies for 'strongly agree & agree' and 'disagree & strongly disagree' based upon Table 1

Item No.	Strongly Agree+Agree	Uncertain	Disagree+Strongly Disagree
1	1144	133	223
2	1047	217	236
3	856	272	372
4	968	190	342
5	1012	192	296
6	934	208	358

7	948	263	289
8	1202	120	178
9	949	258	293
10	929	241	330
11	435	500	565
12	505	465	530
13	450	524	526
14	437	422	641
15	797	274	429
16	550	346	604
17	551	451	498
18	465	542	493
19	460	295	745
20	464	316	720
21	486	428	586
22	522	450	528
23	690	354	456
24	489	280	731
25	540	510	450
26	641	415	444
27	557	462	481
28	505	474	521
29	708	319	473
30	750	350	400
31	630	321	549

Table 2 shows that the number of responses added for ‘strongly agree & agree’ is larger for nineteen items in comparison to responses added for ‘disagree & strongly disagree’. Further, the number of responses added for ‘strongly disagree & disagree’ is larger for twelve items in comparison to responses added for ‘strongly agree & agree’. This indicates that senior secondary school students view the following ten techniques as most important with respect to malpractices in examinations.

S. No.	Most Important Ways/Means of Malpractices/Copying in Examinations Perceived by Students
8	By asking answers from one another
1	Copying from other students in close seating arrangements
2	Carrying hand written or printed matter/material in examination hall concealed in pockets, shoes, mathematical set packs, brassieres, ballpoint pen cases, plastic water bottles etc.
5	Hide cheating material in toilets, benches, chairs etc.
4	Writing study material on body parts – palms, arms, thighs or legs
9	Exchanging answer-sheets by students during examination
7	Writing on inner lining of shirts, jackets, blouses, brassieres and handkerchiefs
6	Writing on benches
10	By sharing written material brought by other students
3	Use of electronic devices like mobiles, walkie-talkie, bluetooth devices, watches etc.

On the other hand, most of the senior secondary school students reject altogether the following twelve techniques with respect to malpractices in examinations.

S. No.	Least Important Ways/Means of Malpractices/Copying in Examinations Perceived by Students
11	Threatening invigilators through verbal attack, misconduct or exposing offensive weapons in examination centers
12	Help from outside the examination hall by friends, parents or relatives
13	Help from supporting staff – waterman, peon etc.
14	Opting for or change to soft examination centre
16	Partial or complete leakage of question papers by teachers
18	Addition of material in answer sheets after examination
19	Buying question papers for the ward by the parents
20	By collaborating with examiners who evaluate answer scripts
21	By collaborating with examination branch staff to alter or inflate marks
22	School-teachers dictate or write answers on the blackboard for all the students in examination hall especially for objective type and short answer type questions
24	Allowing dummy/fake students for writing examination instead of real students (Impersonation)
28	Changing/substituting answer sheets after examination

b. The responses of senior secondary school teachers in terms of frequencies for 31 items for techniques with respect to malpractices in examinations are presented in Table 3.

Table 3: Responses of senior secondary school teachers in terms of frequencies for 31 items for techniques with respect to malpractices in examinations along with χ^2 values

S. No.	WAYS/MEANS OF MALPRACTICES/COPYING IN EXAMINATIONS	5	4	3	2	1	χ^2
1-	Copying from other students in close seating arrangements	50	106	30	12	2	169.06**
2-	Carrying hand written or printed matter/material in examination hall concealed in pockets, shoes, mathematical set packs, brassieres, ballpoint pen cases, plastic water bottles etc.	73	110	8	4	5	238.05**
3-	Use of electronic devices like mobiles, walkie-talkie, bluetooth devices, watches etc.	35	87	29	35	14	76.04**
4-	Writing study material on body parts – palms, arms, thighs or legs	60	109	18	10	3	197.85**
5-	Hide cheating material in toilets, benches, chairs etc.	58	110	25	7	00	203.45**
6-	Writing on benches	47	100	32	17	4	138.45**
7-	Writing on inner lining of shirts, jackets, blouses, brassieres and handkerchiefs	46	106	32	13	3	163.85**
8-	By asking answers from one another	50	127	13	6	4	271.25**
9-	Exchanging answer-sheets by students during examination	34	103	40	17	6	142.25**
10-	By sharing written material brought by other students	39	101	38	17	5	137.00**
11-	Threatening invigilators through verbal attack, misconduct or exposing offensive weapons in examination centers	18	58	58	44	22	36.08**
12-	Help from outside the examination hall by friends, parents or relatives	23	70	58	31	18	51.95**
13-	Help from supporting staff – waterman, peon etc.	32	66	38	52	12	41.08**
14-		16	25	49	62	48	35.75**
15-	Opting for or change to soft examination centre	37	92	35	28	8	97.65**
16-	Partial or complete leakage of question papers by teachers	10	57	53	51	29	40.00**
17-	Help from school teachers	27	64	43	45	21	28.05**
18-	Addition of material in answer sheets after examination	9	50	45	56	40	33.55**
19-	Buying question papers for the ward by the parents	20	44	40	53	43	14.85**
20-	By collaborating with examiners who evaluate answer scripts	16	63	50	44	27	34.75**
21-	By collaborating with examination branch staff to alter or inflate marks	26	62	50	35	27	24.35**
22-	School-teachers dictate or write answers on the blackboard for all the students in examination hall especially for objective type and short answer type questions	25	50	53	51	21	24.04**

23-	Registration of non-school candidates for school examination purpose on payment basis and helping them to pass	23	43	65	47	22	32.04**
24-	Allowing dummy/fake students for writing examination instead of real students (Impersonation)	23	50	63	45	19	34.06**
25-	Providing generous hospitality to superintendent for ignoring the use of malpractices	18	72	63	35	12	71.15**
26-	Providing generous hospitality to invigilators to divert their attention from doing a good job or being soft	23	62	46	51	18	35.35**
27-	Alerting the examinees by giving signal like throwing stones on roof of examination hall by sympathisers sitting outside about the arrival of flying squad	27	75	56	25	17	60.01**
28-	Changing/substituting answer sheets after examination	10	40	56	58	36	37.04**
29-	Connivance with invigilators	18	76	32	57	17	66.55**
30-	Allowing a weak student to sit beside a brilliant student	20	68	52	40	20	43.02**
31-	Seating some students of influential parents in a separate room	19	50	49	52	30	21.65**

** Significant at 0.01 level of confidence

Interpretation

It is revealed from Table 3 that χ^2 value is significant at 0.01 level of confidence for all the thirty one items studying techniques with respect to malpractices in examinations. This indicates that the responses of senior secondary school teachers in terms of frequencies for strongly agree, agree, uncertain, disagree and strongly disagree differ significantly for all the thirty one items. The scrutiny of Table 3 indicates that the teachers have responded more favourably to strongly agree and agree options to twenty four items and have responded more favourably to strongly disagree and disagree options to seven items. However, in order to get a clearer picture, the responses for 'strongly agree and agree' and 'disagree and strongly disagree' are added and the following scenario emerges.

Table 4: Added frequencies for 'strongly agree and agree' and 'disagree and strongly disagree' based upon Table 3

Item No.	Strongly Agree+Agree	Uncertain	Disagree+Strongly Disagree
1	156	30	14
2	183	8	9
3	122	29	49
4	169	18	13
5	168	25	7
6	147	32	21
7	152	32	16
8	177	13	10
9	137	40	23
10	140	38	22
11	76	58	66

12	93	58	49
13	98	38	64
14	41	49	110
15	129	35	36
16	67	53	80
17	91	43	66
18	59	45	96
19	64	40	96
20	79	50	71
21	88	50	62
22	75	53	72
23	66	65	69
24	73	63	64
25	90	63	47
26	85	46	69
27	102	56	42
28	50	56	94
29	94	32	74
30	88	52	60
31	69	49	82

Table 4 shows that number of responses added for ‘strongly agree & agree’ is larger for twenty four items in comparison to responses added for ‘disagree & strongly disagree’ except item numbers 14, 16, 18, 19, 23, 28 and 31.. This indicates that senior secondary school teachers view twenty four techniques as important with respect to malpractices in examinations. However, the following ten techniques have been viewed as most important.

S. No.	Most Important Ways/Mean of Malpractices/Copying in Examinations Perceived by Teachers
2	Carrying hand written or printed matter/material in examination hall concealed in pockets, shoes, mathematical set packs, brassieres, ballpoint pen cases, plastic water bottles etc.
8	By asking answers from one another
4	Writing study material on body parts – palms, arms, thighs or legs
5	Hide cheating material in toilets, benches, chairs etc.
1	Copying from other students in close seating arrangements

7	Writing on inner lining of shirts, jackets, blouses, brassieres and handkerchiefs
6	Writing on benches
10	By sharing written material brought by other students
9	Exchanging answer-sheets by students during examination
15	Opting for or change to soft examination centre

On the other hand, most of the senior secondary school teachers reject altogether the following seven techniques with respect to malpractices in examinations.

S. No.	Least Important Ways/Means of Malpractices/Copying in Examinations Perceived by Teachers
14	Replacing the answer book brought from outside with the original answer book during the examination.
16	Partial or complete leakage of question papers by teachers
18	Addition of material in answer sheets after examination
19	Buying question papers for the ward by the parents
23	Registration of non-school candidates for school examination purpose on payment basis and helping them to pass
28	Changing/substituting answer sheets after examination
31	Seating some students of influential parents in a separate room

c. The responses of community members in terms of frequencies for 31 items for techniques with respect to malpractices in examinations are presented in Table 5

Table 5: Responses of community members in terms of frequencies for 31 items for techniques with respect to malpractices in examinations along with χ^2 values.

S. No.	WAYS/MEANS OF MALPRACTICES/COPYING IN EXAMINATIONS	5	4	3	2	1	χ^2
1-	Copying from other students in close seating arrangements	56	80	31	14	19	76.35**
2-	Carrying hand written or printed matter/material in examination hall concealed in pockets, shoes, mathematical set packs, brassieres, ballpoint pen cases, plastic water bottles etc.	69	75	23	22	11	88.00**
3-	Use of electronic devices like mobiles, walkie-talkie, bluetooth devices, watches etc.	38	67	42	36	17	32.05**
4-	Writing study material on body parts – palms, arms, thighs or legs	53	70	32	28	17	45.15**
5-	Hide cheating material in toilets, benches, chairs etc.	62	73	28	27	10	69.65**
6-	Writing on benches	44	79	31	25	21	55.01**
7-	Writing on inner lining of shirts, jackets, blouses, brassieres and	49	83	33	15	20	75.01**

	handkerchiefs						
8-	By asking answers from one another	68	93	17	14	8	145.55**
9-	Exchanging answer-sheets by students during examination	42	66	45	33	14	35.75**
10-	By sharing written material brought by other students	42	74	49	19	16	56.45**
11-	Threatening invigilators through verbal attack, misconduct or exposing offensive weapons in examination centers	31	28	49	44	48	9.65
12-	Help from outside the examination hall by friends, parents or relatives	20	50	57	30	43	22.45**
13-	Help from supporting staff – waterman, peon etc.	29	50	56	39	26	16.85**
14-		19	36	56	44	45	18.85**
15-	Opting for or change to soft examination centre	28	77	40	32	23	46.65**
16-	Partial or complete leakage of question papers by teachers	29	49	43	52	27	13.01
17-	Help from school teachers	34	47	51	42	26	10.15
18-	Addition of material in answer sheets after examination	16	47	53	47	37	21.03**
19-	Buying question papers for the ward by the parents	36	34	42	39	49	3.45
20-	By collaborating with examiners who evaluate answer scripts	22	42	60	45	31	20.85**
21-	By collaborating with examination branch staff to alter or inflate marks	23	43	68	35	31	29.07**
22-	School-teachers dictate or write answers on the blackboard for all the students in examination hall especially for objective type and short answer type questions	35	38	54	42	31	7.75
23-	Registration of non-school candidates for school examination purpose on payment basis and helping them to pass	33	39	45	41	42	2.00
24-	Allowing dummy/fake students for writing examination instead of real students (Impersonation)	23	43	48	49	37	11.03
25-	Providing generous hospitality to superintendent for ignoring the use of malpractices	26	48	62	41	23	25.85**
26-	Providing generous hospitality to invigilators to divert their attention from doing a good job or being soft	18	48	60	47	27	29.15**
27-	Alerting the examinees by giving signal like throwing stones on roof of examination hall by sympathisers sitting outside about the arrival of flying squad	27	58	51	34	30	18.75**
28-	Changing/substituting answer sheets after examination	22	41	49	44	44	10.95
29-	Connivance with invigilators	23	64	45	45	23	30.01**
30-	Allowing a weak student to sit beside a brilliant student	25	65	54	40	16	40.55**
31-	Seating some students of influential parents in a separate room	35	43	51	44	27	8.05

** Significant at 0.01 level of confidence

Interpretation

It is revealed from Table 5 that χ^2 value is significant at 0.01 level of confidence for twenty two items studying techniques with respect to malpractices in examinations except item numbers 11, 16, 17, 19, 22, 23, 24, 28 and 31 for which χ^2 value is not significant at 0.01 level of confidence. This indicates that the responses of community members in terms of frequencies for strongly agree, agree, uncertain, disagree and strongly disagree differ significantly for twenty two items. The scrutiny of Table 5 indicates that the community members have responded more favourably to strongly agree and agree options to sixteen items and more favourably to strongly disagree and disagree options to six items. However, in order to get a clearer picture, the responses for ‘strongly agree and agree’ and ‘disagree and strongly disagree’ are added and the following scenario emerges.

Table 6: Added frequencies for ‘strongly agree and agree’ and ‘disagree and strongly disagree’ based upon 5

Item No.	Strongly Agree+Agree	Uncertain	Disagree+Strongly Disagree
1	136	31	33
2	144	23	33
3	105	42	53
4	123	32	45
5	135	28	37
6	123	31	46
7	132	33	35
8	161	17	22
9	108	45	47
10	116	49	35
12	70	57	73
13	79	56	65
14	55	56	89
15	105	40	55
18	63	53	84
20	64	60	76
21	66	68	66
25	74	62	64
26	66	60	74
27	85	51	64
29	87	45	68
30	90	54	56

Table 6 shows that number of responses added for ‘strongly agree & agree’ is larger for twenty four items in comparison to responses added for ‘disagree & strongly disagree’ whereas the number of responses added for ‘strongly disagree & disagree’ is larger for six items in comparison to responses added for ‘strongly agree & agree’. This

indicates that community members view twenty four techniques as important with respect to malpractices in examinations. However, the following ten techniques have been viewed as most important.

S. No.	Most Important Ways/Means of Malpractices/Copying in Examinations Perceived by Community Members
8	By asking answers from one another
2	Carrying hand written or printed matter/material in examination hall concealed in pockets, shoes, mathematical set packs, brassieres, ballpoint pen cases, plastic water bottles etc.
1	Copying from other students in close seating arrangements
5	Hide cheating material in toilets, benches, chairs etc.
7	Writing on inner lining of shirts, jackets, blouses, brassieres and handkerchiefs
4	Writing study material on body parts – palms, arms, thighs or legs
6	Writing on benches
10	By sharing written material brought by other students
9	Exchanging answer-sheets by students during examination
3	Use of electronic devices like mobiles, walkie-talkie, bluetooth devices, watches etc.

On the other hand, most of the senior secondary school teachers reject altogether the following six techniques with respect to malpractices in examinations.

S. No.	Least Important Ways/Means of Malpractices/Copying in Examinations Perceived by Community Members
12	Help from outside the examination hall by friends, parents or relatives
14	Replacing the answer book brought from outside with the original answer book during the examination.
18	Addition of material in answer sheets after examination
20	By collaborating with examiners who evaluate answer scripts
21	By collaborating with examination branch staff to alter or inflate marks
26	Providing generous hospitality to invigilators to divert their attention from doing a good job or being soft

Some interesting trends emerge from the results of the present study. Senior secondary school students view the following ten techniques as most important with respect to malpractices in examinations. i.e. item no. 8,1,2,5,4,9,7,6,10,3 similarly Senior secondary school teachers view the following ten techniques as most important with respect to malpractices in examinations i.e. item no. 2,8,4,5,1,7,6,10,9,15 and Community members view the following ten techniques as most important with respect to malpractices in examinations i.e. item no. 8,2,1,5,7,4,6,10,9,3. The following nine techniques with respect to malpractices in examinations have been viewed by all the three samples of subjects i.e. students, teachers and community members as the most important i.e. item no. 2,8,4,5,1,7,6,10,9.

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