UNIVERSITY OF SOUTHAMPTON

FACULTY OF LAW, ARTS & SOCIAL SCIENCES

School of Education

Exploring the Prevention of Examination Malpractice in Secondary Schools through Student Voice

by

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ABSTRACT

Despite the significant body of research on examination malpractice, there is still the need to focus research on preventing examination malpractice in secondary schools. At present, schools prevent examination malpractice through invigilation, structural arrangements in the examination rooms and punishment of offenders. These methods are failing schools in preventing examination malpractice because they do not address students’ problems that determine examination malpractice. The aim of the study was to explore the effectiveness of preventing examination malpractice by consulting students on schooling and by using a community approach in its prevention.

Research into consulting students, their participation in identifying school problems and in initiating solutions to them through student voice has become increasingly evident in the last few decades, but to date, student voice has not been studied as a method for preventing examination malpractice in schools. Research has predominantly used questionnaires to capture students’ views on examination malpractice thereby taking for granted, students’ feelings, values, interpretations and experiences of their personal and school contexts that determine examination malpractice. The study is geared towards understanding this unexamined area.

The study reports the use of “qualitative dominant” mixed methods to explore the perspectives of teachers and students on examination malpractice and on consulting students on schooling. Multiple case studies of students and teachers in three secondary schools in Nigeria were carried out. Data was collected through a combination of focus groups, interviews, questionnaires and observations. Data was analysed by using interpretative and deductive approaches. Key findings from the study show that examination malpractice is prevalent in secondary schools and is predominantly determined by academic/institutional factors. The study confirms that as students are experienced in schooling, consulting them about schooling and about preventing examination malpractice will likely improve their commitment to education, their responsibility towards the prevention of examination malpractice and enhance teacher and student relationships and examination integrity/morality.
In memory of:

My Parents: Alphonsus and Monica

And

My Brothers: Cajetan and Rev. Fr. Sylvester
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<td>DfE:</td>
<td>Department for Education</td>
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<td>DfES:</td>
<td>Department for Education and Skills</td>
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<tr>
<td>BASRC:</td>
<td>Bay Area School Reform Collaborative</td>
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<td>ESRC:</td>
<td>Economic and Social research council</td>
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<td>EFA:</td>
<td>Education for All</td>
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<td>GCE:</td>
<td>General Certificate of Education</td>
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<td>JSS:</td>
<td>Junior Secondary School (JSS 1-3)</td>
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<td>LEA:</td>
<td>Local Education Authority</td>
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<td>MDG:</td>
<td>Millennium Development Goals</td>
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<tr>
<td>NAP:</td>
<td>National Action Plan</td>
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<td>NCE:</td>
<td>National Certificate of Education</td>
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<td>NUSS:</td>
<td>National Union of School Student</td>
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<td>MSIP:</td>
<td>The Manitoba School Improvement Project</td>
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<td>OFSTED:</td>
<td>Office for Standard in Education</td>
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<td>SSS:</td>
<td>Senior Secondary School (SSS 1-3)</td>
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<td>UBE:</td>
<td>Universal Basic Education</td>
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<tr>
<td>WAEC:</td>
<td>West Africa Examination Council</td>
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<tr>
<td>WASSCE:</td>
<td>West Africa Senior Secondary Certificate Examination</td>
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DECLARATION

I, Livinus Ikwueke declare that the thesis entitled

Exploring the Prevention of Examination Malpractice in Secondary Schools through Student Voice

and the work presented in the thesis are both my own, and have been generated by me as a result of my own original research. I confirm that:

- this work was done wholly or mainly while in candidature for a research degree at the university;
- where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
- where I have consulted the published work of others, this is always clearly attributed;
- where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
- I have acknowledged all main sources of help;
- where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
ACKNOWLEDGEMENT

I am grateful to my Supervisors, Prof T. Kelly and Dr. K. Bhopal for their advice, encouragement and support throughout the period of this work. Their periods of supervision were edifying and their research skills were valuable to me.

I thank the students, teachers and principals of the three schools that participated in this study. Their acceptance to participate in the study was my source of strength.
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Curbing epidemic cheating requires seeing it as a systemic problem, understanding what blocks solutions, and taking collaborative action to transform the system

Alschuler et al, 1995:123

When adults do think of students, they think of them as the potential beneficiaries of change...they rarely think of students as participants in a process of change and organizational life

M. Fullan, 2001:151

Where innovations fail to take root in schools and classrooms, it may be because pupils are guardians of the existing culture, and as such represent a powerful conservative force in the classroom; and that unless we give attention to the problem that pupils face, we may be overlooking a significant feature of the innovation process

J. Rudduck, 1984:55

School improvement is not something that is decided by staff and then done to the student body, but an action program, involving joint working parties, which the students help to shape and then to implement

D. Hargreaves, 2004:12

People are more likely to adhere to a policy they assist in development than by policies imposed on them from above

Whitley et al, 2001:326
Chapter 1

1. **INTRODUCTION**
The introductory part of the study explores the problem of preventing examination malpractice faced by schools, the need for student participation, and the statement of the problem and the significance of the study. It also explores interest in examination malpractice and student voice, the purpose of the research, the research assumptions, conceptual framework for addressing examination malpractice, the research questions and the structure of the chapters.

Of the many problems facing institutions of learning, examination malpractice appears to be one of the major ones (Davis *et al*, 2009; Haney *et al*, 2007 and Callahan 2007). It is “ubiquitous” (Pincus *et al*, 2003), “epidemic” (Haines *et al*, 1986) and “perennial” (Davis *et al*, 1992) in institutions of learning.

Cognisant of studies by Brandes (1986); Bushway et al, (1977); Evans *et al*; (1990); Greene *et al*, (1992); Godfrey *et al*, (1993); Haines *et al*, (1986); Jendrek (1992); Meade (1992), Godfrey and Waugh (1998) observed that examination malpractice increases from primary (40%) to secondary school (80%) and then falls again in tertiary institutions (40%). The commercialisation of education, the introduction of league tables, the economic value of grades/certificates combined with the fact the students want a fair exchange for money invested in their education has led individuals and institutions to condone examination malpractice.
Many secondary schools in different parts of the world are faced with the problem of examination malpractice (Davis et al, 2009, Cizek 1999). The media coverage on issues of examination malpractice has exposed the widespread and serious nature of the problem within secondary schools (The Times Educational Supplement 02/05/10). There are now malpractice websites offering students help and materials on how to write their academic work, but at a price. Often, when examination malpractice occurs, education authorities blame schools for their complacency, and the students and teachers blame each other for the same reason. Scholars see examination malpractice as an obstruction to the aims of education and an opposition to the integrity of examinations (Nuss 1984, Fass 1986). There is need to prevent examination malpractice in schools because it is a threat “to the essential mission of education, teaching and learning” (Davis et al, 2009:163-4).

Research shows that the desire to pass is the primary reason students engage in examination malpractice (Cizek 1999). Examination malpractice is mostly determined by students’ academic characteristics and institutional factors (Anderman & Murdock 2007, Miller et al, 2007, Schraw et al, 2007). Examination malpractice has been attributed to students’ level of morality; ability and maturity; the teacher-student relationship; quality of teaching; students’ perception of the frequency and treatment of examination malpractice in their schools. It has also been attributed to pressure of accountability imposed on schools and students’ personal attitudes towards examination malpractice (Haines et al, 1986; Diekhoff et al, 1996; Newstead et al, 1996).
Preventing examination malpractice requires a school to see it as an institutional problem, plan solutions to it as a community and take a collaborative action to transform the school (Alschuler et al, 1995). To prevent examination malpractice, institutions often aim at preventing students from engaging in it through legislation and structural arrangements during examinations but neglect the primary question of why students want to engage in examination malpractice (Kohn 2007). Often, they fail to question “the subjective meanings, or the thoughts and feelings embedded in students’ actions” (Gentilucci 2004:133). To date no study has explored secondary students’ views about why they engage in examination malpractice and how using qualitative and quantitative research methods. Institutions and policy makers neglect the basic need of helping students to develop a culture of integrity and morality in tests and examinations through school programs. Often institutions and policy makers do not look at the context of the classrooms, to see if what happens in them determines examination malpractice.

Preventing examination malpractice raises some questions; if examination malpractice is an institutional problem, can it be solved by the school community or only by adults?; if preventing examination malpractice means dealing with students’ academic problems, can schools discover these problems without student participation?; if preventing examination malpractice involves dealing with institutional contexts that get in the way of students’ learning, how will schools recognise them and can schools solve them without the students’ participation?; if preventing examination malpractice involves improving students’ moral perception of examination malpractice and initiating
a culture of academic integrity, can adults achieve this without student participation?; if rules are needed to prevent examination malpractice, who defines what constitutes examination malpractice and by what process are the rules made?; if preventing examination malpractice means developing a culture of integrity with regard to examinations, what school program can imbue this consciousness in teachers and students?

While these questions can lead to myriads of answers, of key significance is the need for consulting students and their participation in their schooling – Student Voice. Student voice describes the view that students have experiences to share and should be given the opportunity to participate in schooling and school improvement projects. Student voice is opening up opportunities for decision-making with students in the context of dialogue (DfES\(^1\) 2004); it is creating space for students to express their views on teaching and learning. Students have “insider” views which differ from those of outsiders (Oldfather 1995). School systems that help students to articulate their views include student councils, students as researchers, and circle time (Fielding 2004, Cheminais 2008, and Klein 2003).

Studies of students’ experience of schooling hinge on two often parallel premises: while some educators and scholars perceive students as unknowing, immature and beneficiaries of educational change, others perceive them as change agents, expert witnesses, active individuals who can discover knowledge under enabling conditions (Fullan 2001, Thiessen 2007). Educationists maintain that schools can solve their problems from inside-out by working as a community (Elmore 2007). Scholars also perceive students to

\(^1\) DfES: Department for Education and Skills
be expert witnesses in their learning and schooling; they are aware of their school problems and can offer expert advice about possible solutions (SooHoo 1993, Lee 1999, Levin 2000, Hargreaves 2004, Fielding 2001, Oldfather 1995, Garcia et al, 1995). Through consulting students, schools can derive the richness of their comments, ideas and active help in schools' improvement programs. Student voice offers teacher access to the immense resources in their “backyard” – the students.

The need for student participation on school programs and problems is rooted not only in their membership of the school community but is also their right (UNCRC\textsuperscript{2} 1989). Articles 12 and 13 of this convention give young people the right to freedom of expression in matters that concern them and their opinions to be given due weight. Examination malpractice is a deviant behaviour and schools see it as an institutional problem that concerns students (McCabe et al, 1999). Students are perceived as the beneficiaries of examination malpractice. Students know why they engage in it, thus they are aware of their academic conditions and the school contexts that motivate them to engage in examination malpractice. They know which of their peers need academic help and often they are aware of peers who engage in examination malpractice. The experiences of students seem to be vital in preventing examination malpractice in schools.

\textsuperscript{2} UNCRC: United Nations Convention on the Rights of the Child
1.1 Education in Nigeria
The study was carried out in three secondary schools in eastern Nigeria. Formal education was introduced by the missionaries in Nigeria in 1842 (Ukeje et al, 1992). With the end of colonialism of Nigeria by Britain in 1960, it became clear to the nation that to achieve functionalism and self-reliance, the government was to take control of schools and invest in education. Education in Nigeria is perceived as the means to national development and change; it is “the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational change” (National Policy on Education 2004: 7). This is based on the philosophy that when the student is equipped with necessary skills and attitude to life in the school, the society is being transformed (Arinze 1983).

1.1.1 Management of education in Nigeria
Management of education in Nigeria is done on three levels: federal, state and local government levels. With the introduction of the Free Universal Basic Education (UBE) Act in 2004, the federal government initiated the National Action Plan (NAP) to work towards the achievement of Education for All (EFA) and to achieve the Millennium Development Goals by 2015 (Federal Ministry of Education 2008). The federal government is responsible for the success of the UBE by ensuring standard of education, co-ordination and implementation of policies. The state governments are responsible for the management of UBE in their states. Education in Nigeria operates on four stages: early childhood/pre-primary education, Basic education (primary and junior secondary education), senior secondary and tertiary education.
(a) **Early childhood/pre-primary education**

This is the education given in schools to children “prior to their entering the primary school” - nursery, kindergarten (National Policy on Education 2004:10). The Federal government ensures the quality of early childhood education by: promoting the training of teachers, development of the curriculum and supervision of schools for quality education. Some of the purposes of pre-primary education include:

- Effect a smooth transition from the home to the school
- Prepare the child for the primary level of education
- Inculcate social norms
- Inculcate in the child the spirit of enquiry and creativity
- Develop a sense of co-operation and team-spirit
- Learn good habits, especially good health habits and teach the rudiments of numbers, letters, colours, shapes, forms, etc through play

(b) **Basic Education (primary and junior secondary)**

Primary education in Nigeria is for pupils aged 6 – 11 plus and it takes six years. The goals of primary education are to help pupils acquire literacy and numeracy and the skills to communicate effectively, equip pupils with basic skills for reflective and scientific thinking, help pupils to develop good character and sound morality and help them to develop skills for successful life in the society. Pupils are also expected to receive citizenship education (National Policy on Education 2004). Curriculum for primary education includes English language, mathematics, science, physical and health education, religious knowledge, agriculture and social studies. Classroom population is often more than 35 pupils. Primary schools in the country are
owned and managed by the state governments but many are owned by private proprietors.

Junior secondary is the first three years of secondary education. Some subjects are compulsory in junior secondary education: english language, french, mathematics, integrated science, social studies and introductory technology. Thus, basic education in Nigeria is nine years of education after early childhood education. Basic education is compulsory, universal and free in all government schools. Some of the targets of National Action Plan (NAP) to achieve the Millennium Development Goals 2015 in Nigeria include:

- Ensuring that by 2015, all children, girls as well as boys of primary school age, will be enrolled in primary school or its equivalent
- Mainstream 50% increase in the number of children with disabilities by 2015 into primary school
- Ensure a transition rate of 90% from primary to junior secondary school
- Ensure that by 2015, 80% of children up to the age of fifteen will be enrolled in school or an equivalent education programme
- Ensure that by 2015, 80% of youth and adults aged 15+ will attain national standards set for literacy, numeracy and problem-solving with gender parity strategies
- Ensure that by 2015, all young people and adults will have access to formal and non-formal lifelong education

(Federal Ministry of Education 2008:10-12)

(c) Senior secondary school (SSS) education

Secondary schools are owned and managed by federal and state governments, voluntary agencies and private individuals. The goals of senior secondary education in Nigeria are:

- Useful living within the society and
- Higher education
• Offer diversified curriculum to cater for the differences in talents, opportunities and future roles
• Provide trained manpower in the applied science technology and commerce at sub-professional grades
• Develop and promote Nigeria languages, art and culture in the context of world’s cultural heritage
• Inspire students with a desire for self improvement and achievement of excellence
• Foster natural unity with an emphasis on the common ties that unite us in our diversity
• Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values
• Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development

(National Policy on Education 2004:17-18)

The introduction of the 6-3-3-4\(^3\) system in secondary school envisaged that students who did not want to proceed to university could be self-employed. Ownership, management and funding of secondary education in Nigeria is on three levels: federal government schools (Unity schools), state government schools and private schools. The purpose of institutionalising Federal Government Secondary Schools (Unity schools) in the country is to bring students from different parts of the country together in such schools to serve as models to other secondary schools in “carrying and maintaining the ideals” of secondary education and to encourage patriotism and discourage rivalry that is often seen in the multi-cultural society. Students usually spend 3 years in senior secondary school and each academic year is made up of three terms. Students usually take national examination at the end of senior secondary education (WASSCE, GCE). Examination body known as West African Examination Council is responsible for conduct of these exit

\(^3\) 6-3-3-4: System of education that shows number of years students spend on each level. Primary school-6 years; Secondary school: JSS- Junior Secondary school, 3 years (year 1 – 3), SSS – Senior Secondary School, 3 years (year 1 - 3). University education – 4 years
examinations. The Ministry of Education is responsible for the policy, functioning and standard of education in secondary schools. Teachers in secondary schools are expected to be qualified teachers and must have National Certificate of Education (NCE) or a Bachelors Degree.

1.1.2 Financing of education and the context of schooling

Government secondary schools are financed and managed by the state governments apart from Federal government colleges (Unity schools) that are financed and managed by the Federal government. Primary education is jointly financed by the federal, state and local governments. Data on education in Nigeria shows inadequate financing of education (Hinchliffe 2002). Inadequate financing of education contributed to the “dreadful physical conditions under which most children study and the lack of educational materials” (Hinchliffe 2002:22). The poor quality of education in many secondary schools in the country has been attributed to inadequate education policies, inadequate funding of education, and inadequate facilities in schools, low staff morale, poor supervision of schools, unskilled teachers and frequent changes in education policies (Timilehin 2010, Odia et al, 2007). There is shortage of teachers in many primary and secondary schools and emphasis in more on theoretical knowledge. The condition of service for school teachers is below expectation in a country that believed that no education system can rise above the quality of its teachers. Teachers are under pressure on two fronts: to fulfil the economic demands of their families with their meagre salaries and for the fact that the promotion of teachers partly depends on the academic success of their students in examinations. Teachers' promotion depends on four conditions: how satisfactorily teachers have performed their
jobs, teaching skills, improvement on students learning, good character and positive relationship with students. Employment and transfer of teachers in primary and secondary schools are done by the government. One of the consequences of this lapse in education planning and condition of service is examination malpractice (1.2) Ajeyalemi et al, (1987). Students from this part of the country share one tribal language but the language for teaching in schools is English.

1.2 The statement of the problem

In Nigeria, examination malpractice is perceived as a big problem and is on the increase (Ahmed 1996, Bunza 1996). In 2007, three hundred and twenty-
four secondary schools were de-recognised as centres for public examinations because of examination malpractice. Also, in 2007, two hundred and thirty-two examiners, supervisors and invigilators were blacklisted by Federal Ministry of Education for involvement in examination malpractice (Federal Ministry of Education 2007). It is estimated that in 2003 – 2007, “examination malpractice resulted in direct monetary loss of #107 billion naira” (Onyechere 2007:15) to the country. The prevalence and increase in examination malpractice is seen in reported cases of examination malpractice by secondary school candidates for the WASSCE\(^4\) May/June external examinations as shown on Table 1 below:

**Table: 1 Summary of reported cases of exam malpractice in Nigeria 2000 - 2006**

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number that sat for exam</td>
<td>636,064</td>
<td>1,025,185</td>
<td>909,888</td>
<td>939,507</td>
<td>1,058,186</td>
<td>1,064,589</td>
<td>1,154,266</td>
</tr>
<tr>
<td>Number that Cheated</td>
<td>41,053</td>
<td>52,112</td>
<td>95,519</td>
<td>111,969</td>
<td>111,014</td>
<td>73,050</td>
<td>82,941</td>
</tr>
<tr>
<td>%</td>
<td>6.45</td>
<td>5.08</td>
<td>10.49</td>
<td>12.05</td>
<td>11.03</td>
<td>6.86</td>
<td>7.19</td>
</tr>
</tbody>
</table>

*The summary is based on documents obtained from WAEC\(^5\) Office, September 2008*

Malpractice in external examinations leads to the cancellation or withholding of students’ results. It affects students’ admissions into higher education institutions. It leads to the production of poorly skilled students which ultimately affects the economy. It affects public trust in school certification. Prevention of examination malpractice in Nigeria is predominantly done

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\(^4\) WASSCE: West Africa Senior Secondary Certificate Examination

\(^5\) WAEC: West Africa Examination Council
through invigilation and punishment of students who engaged in examination malpractice

Research into preventing examination malpractice has been predominantly quantitative. Such study may not tell us what students think and feel about examination malpractice and why they relate to it the way they do. There is no known study on examination malpractice in secondary schools that has used both qualitative and quantitative methods for the research methodology (Table 2). This view is succinctly observed by Newstead et al., (1996) study in the UK:

There is a limit to the information that can be obtained using general-purpose questionnaires concerning the reasons why individual students cheat, the circumstances leading to their cheating...more qualitative methods such as in-depth interviews, structured individual questionnaires, or focus groups will be required to delve more deeply into these. Surprisingly, such qualitative methods do not seem to have been used at all to date in the study of student cheating (p. 240)

After this observation by Newstead et al., (1996), only two studies have used the qualitative method as the research method: McCabe et al., (1999) in the USA and Ashworth et al., (1997) in the UK. Both studies were carried out in the university. There is need for subjectivist research to provide theoretical and empirical bases for preventing examination malpractice in schools by allowing “students to speak for and about themselves, thereby revealing first-hand the subjective meanings they attach to learning-related behavior” (Gentilucci 2004:134). The study employs quantitative and qualitative methods in order to explore deeply into: students’ reasons for examination malpractice, factors that determine it, the process of preventing it and to
compare respondents’ views. Studies on examination malpractice in Nigeria are few and have used the quantitative method.

Research shows that students’ motivation, understanding of school policy on examination malpractice; peer perceptions of it and attitude towards it predict examination malpractice (Jordan 2001, McCabe et al, 1993). But research has not shown how secondary schools can enhance these factors among students in order to usher in examination integrity. Jordan (2001:245) argued that more research is needed to “implement and evaluate intervention programs” aimed at those factors that predict examination malpractice.

Research shows that strategies aimed at preventing examination malpractice need student participation (Kibler 1993, McCabe et al, 1999, 2001), but research has not shown how secondary schools can solve the problem of examination malpractice as a community.

In Nigeria, students’ participation in preventing examination malpractice is constrained: it does not deal with the question, why do students engage in examination malpractice? It is not geared towards improving the academic skills of students and learning contexts through community self-discovery. Thus, the current problem facing Nigerian secondary schools is how to get students to develop a culture of integrity in examinations and how to deter students from examination malpractice.

Research shows that there is a need for more study on examination malpractice (Newstead et al, 1996). Research has only accounted for 20% of the factors that determine examination malpractice and more research is needed (McCabe et al, 2002). More research is needed to clearly determine the roles teachers “play in student’s decision to engage or not to engage” in
examination malpractice (McCabe et al, 2002:376). Also, commenting on factors that determine examination malpractice, McCabe et al, (1993) maintained that additional research is needed regarding how to “influence” those factors (p.536). McCabe et al, (1997) also noted that there is a need to discover how to create a school environment that supports academic integrity. The context of that integrity cannot be imposed on students, rather “students must be involved so that cheating becomes a behavior that does not find approval among peer groups” (p.394). These studies did not show how this context of integrity is to be realized in secondary schools and through what program.

1.3 The significance of the study
Examination malpractice has been noted as a problem in institutions of learning. In Nigeria, national conferences have been organized to seek ways of preventing examination malpractice and initiating examination integrity in schools (Onyechere 1997). Prevention of examination malpractice is through legislation that is often deemed ineffective (Liman 1996) and does not consider students’ views. Whilst the ministry of education in Nigeria tries to show that examination malpractice is being prevented by punishing schools, teachers and supervisors, data shows that examination malpractice is on the increase (Table 1). Thus, using sanctions and legislations alone to prevent examination malpractice is deficient as it does not deal with the determinants of the problem.

Research maintains that students’ participation in preventing examination malpractice and creating an environment that emphasizes engagement in learning and examination integrity will be a long-term mechanism for
preventing examination malpractice in schools (Kibler 1993, McCabe et al, 1993, 2001). Understanding what students know and how to enhance their engagement in learning cannot be properly assessed through “objectivist or outsider research paradigm” but through “understanding their perspective on learning” (Gentilucci 2004:133). Creating such an environment needs the engagement and cooperation of all in the school community - teachers and students. Preventing examination malpractice by enforcing laws on students may be counter-productive as students may resist laws that are top-down which do not take their views into consideration. Preventing examination malpractice presupposes knowing why students engage in it in the first place. This approach is not yet used for preventing the problem. Further, preventing examination malpractice requires the individual and contextual factors in schools that encourage it to be addressed. Such individual and contextual factors cannot be addressed through laws but through schools (as a community) engaging in enquiry driven reform and examining the daily realities of teaching and learning and schooling in order to identify what needs “to be fixed and how”.

The characteristics observed in the three schools engaged in this study may serve as critical factors to address in preventing examination malpractices in other secondary schools. There is a poor understanding of what constitutes examination malpractice, teachers handle offenders individually, a poor relationship exists between teachers and students, students are not engaged in learning, the attitude of some school heads and teachers towards examination malpractice is not encouraging and schools do not effectively invite students to participation in matters that affect them.
1.4 Interest in examination malpractice and student voice

There is a growing awareness amongst researchers of the increase in examination malpractice in institutions of learning which has prompted interesting research in this field. Examination malpractice has been studied from psychological, moral, individual and institutional perspectives (Miller et al, 2007; Garavalia et al, 2007; McCabe et al, 1999, 2002; Stephens et al, 2007; Thorkildsen et al, 2007; Anderman, L. et al, 2007; Pulvers et al, 1999; Nichols et al, 2007; Pavela 1997; Haney et al, 2007; Anderman, C. et al, 1998, 2007; Newstead et al, 1996). Student voice has attracted interest from policy makers in different countries and is attested to by projects undertaken by different education authorities: United Kingdom (UK), ESRC\(^6\) – Consulting Pupils about Teaching and Learning Project; Canada - Manitoba School improvement Project; Australia – Victoria Leading Schools Fund; USA – Bay Area School Reform. Scholars and researchers have also championed the movement of improving schools through student voice (Fullan 2001, Cook-Sather 2002, Fielding 2001, Rudduck et al, 2007, Flutter et al, 2004, MacBeath 1999).

My interest in examination malpractice and student voice developed from my duty as acting principal in a private secondary school in 2002. A student was carrying out some punishment given to him by a teacher. I inquired what he did because he was carrying out the punishment when he is supposed to be in the classroom. The student replied, “Miss said that I cheated in exam”. My few minutes conversation with the student centred on his view that “Miss” was

\(^6\) ESRC: Economic and Social Research Council
the “cause” and that “Miss does not teach well”. This student demanded that I ask other students about his comments and I did. This incident opened my eyes and I realized the wealth of experience in our own “backyard”. My interest in this area was also enhanced by the effect of the problem on my friends and relatives. They could not pass admission examinations into higher institutions because they never acquired the skills demanded of them while in secondary school.

1.5 Purpose of the research
The primary purpose of the study is to suggest a broader and more robust method of preventing examination malpractice in secondary schools, especially in Nigeria. The study also aims to update literature on preventing examination malpractice in secondary schools. The study assumes that examination malpractice is an institutional problem and tries to explore this institutional approach (participation of teachers and students) to preventing examination malpractice in schools. To achieve this purpose, I explored the perspectives of teachers and students on preventing examination malpractice by engaging student voice in schooling, teaching and learning and on examination malpractice. I explored the factors that determine examination malpractice, attitudes of respondents to examination malpractice and to understand if these factors can be handled within student voice. It is presumed that this approach in preventing examination malpractice in secondary schools will improve teaching and learning, context of schooling and restore the morality and integrity of examinations in secondary schools, especially in Nigeria.
This multiple case study involves collecting questionnaires, observations and interview data. Questionnaire data will help to situate the study in the context of previous studies while observation and interview data will explore the perspectives of students and teachers on examination malpractice and student voice in three secondary schools. The use of quantitative and qualitative data in this study will help to compare and validate results.

1.6 Research Assumptions
My assumptions in this study are based on the following: (i) students have experiences of examination malpractice, teaching and learning they can share (ii) consulting students on teaching and learning will improve the quality of teaching and learning and thus the students’ ability to pass examinations is enhanced. (iii) consulting students on examination malpractice increases their responsibility to prevent it, makes them feel valued and committed to the goal of academic integrity. I also have some biases: students may not be completely open to discuss personal aspects of examination malpractice because of the sensitive nature of the topic. Consultation of students has not taken root in Nigerian schools as it has in some schools/countries in Europe and America; hence experiences of students in this area may be limited.

1.7 Conceptual framework for preventing examination malpractice
Examination malpractice is perceived by schools and society as an institutional problem that affects the integrity of certification, the quality of education and the image of schools (Davis et al, 2009). Curbing schools of examination malpractice means giving protection and improvement to the core/purpose of schooling. Student voice is aligned to school improvement
theory which assumes that schools have the capacity to “self-generated improvement” through organisational learning (Kelly 2008, Barth 1990, Levin 2000, Rudduck et al, 2000). Student voice aims at improving school (Ruduck et al, 2000, DfES 2004, Hargreaves 2004) and it does that by first letting students talk about what they want from their schools (Goldman et al, 1998). Preventing examination malpractice entails schools recognition of the priority of dealing with the problem through “systems thinking” by looking at their systems, values, teaching and learning and priorities to see what need to be improved, build the capacity for the change and institutionalise those changes as a community (Hopkins 1996). Student voice becomes the pragmatic process through which schools carry out the improvement through community effort. Student voice builds the capacity for such improvement through distributed leadership, empowered and participating students, initiation of democratic climate, research skills and articulated policy and programs. Such change is research based and inquiry driven.

Preventing examination malpractice and encouraging academic integrity will demand change in behaviour and belief, priorities, values and initiation of conditions to meet the school’s vision. Research holds that changing organisational attitude demands “participation by and buy-in from all those involved”: students, teachers, education authority and parents (Pekrul et al, 2005). Also, the study shares constructivist view that learning is to start where the learner is; learners construct their knowledge based on what they know already (Wooden 2008). To improve teaching and learning and to determine previous experiences of students, learners are to participate in their learning (Pekrul et al, 2005). Learning becomes a sharing of knowledge in which
teachers and students enrich and receive from the other. To have a comprehensive understanding of why students engage in examination malpractice, what motivates them and how to improve and institutionalise academic integrity, there is need to involve the “suspects” and “perpetrators” of the offence – the students.

1.8 The Research questions
The focus of this study is to discover the perspectives of teachers and students on preventing examination malpractice by involving students in the program and in schooling. The research focus influenced the need to explore these questions:

1. What are students and teachers understanding of examination malpractice and levels of prevalence in their schools?
2. What are the attitudes of students and teachers towards examination malpractice?
3. What factors determine examination malpractice in these schools?
4. What is the level of understanding of students and teachers on consultation with students about schooling?
5. What are the perspectives of students and teachers on consultation with students about examination malpractice?
6. What is the level of understanding of students and teachers with regards to preventing examination malpractice prior to and after consultation.
7. What is the ethos of schools on examination malpractice prior to and after consultation?

1.9 The structure of the following chapters
The study consists of seven chapters. In Chapter 2, I critically reviewed the literature on examination malpractice and student voice. In reviewing literature on examination malpractice, I focused on research findings relating to why students engage in examination malpractice: the personal, institutional and social factors that determine examination malpractice. Reviewing literature on student voice, I was concerned with why students must be involved in school
problems, how students can meaningfully contribute to the improvement of their schools and cases where students have participated in solving institutional problems. Research on these areas is noted and this is instrumental to discovering the gap in literature. Chapter 3 provides the rationale for using pragmatism as a research paradigm. Also included in this chapter are the reasons for using case study and mixed methods and how ethical considerations were made. Chapters 4 and 5 shows the analysis of the research material collected during the fieldwork. The focus is on respondents’ perspectives. The analysis leads to seven emerging themes that capture respondents’ perspectives. Respondents’ views were captured interpretatively through questionnaires, interviews and observations.

Chapter 6 (discussion) captures the findings from the study by first showing how the study answered the research questions. It interpretatively compared respondents’ views and how the findings are related to previous study. The discussion chapter also interprets the ethos of schools before and after consultation about examination malpractice and argued for situating the prevention of examination malpractice within student voice in secondary schools. The chapter concludes with a framework for addressing the prevention of examination malpractice in secondary schools through student voice. Chapter 7 summarises the study findings. It details the implications of the research findings for students, teachers, school management, policy makers and research. The chapter ends with limitations of the study.
Chapter 2

LITERATURE REVIEW
This literature review will examine:

- the meaning, prevalence of examination malpractice
- factors that determine examination malpractice in schools
- attitude of school community towards examination malpractice
- the prevention of examination malpractice in schools
- the meaning of student voice
- arguments in support of students as agents of change in schools
- schools’ and regional education problems students have engaged with

While there is literature on examination malpractice and on student voice as distinct areas of research, there is no known literature that aims to find out if factors that determine examination malpractice are within the ambient student voice movement in schools. This lack of literature motivated me to look for how student voice has been used as a catalyst for change in improving learning and in solving school’s problems. Much of the literature on examination malpractice and student voice was drawn from Europe and America because detailed research in these areas is still scarce in the African context. Also, while research on examination malpractice is predominantly quantitative, research on student voice is predominantly qualitative. Research on examination malpractice has predominantly focused on colleges and universities with few studies on the secondary school (Table 2).

The meaning, purpose, prevalence and reasons for engagement in examination malpractice is presented in section 2.1 - 2.4, section 2.5 presents
the determinants of examination malpractice, section 2.6 presents research views on preventing examination malpractice. Section 2.7 presents the meaning of student voice, its neglect by researchers, the developmental and educational arguments for student voice; its benefits to schools and empirical situations students have brought change to their schools through consultation on schooling. While section 2.8 shows why students are to be consulted, 2.9 presents pragmatic approaches students have improved their schools and 2.10 presents the summary of literature reviewed. Also, 2.11 deals on the implications of research reviewed on the present study.

2.1 The meaning of examination malpractice

In schools, students who engage in examination malpractice manifest the possession of certain knowledge by illicit means (Cizek et al, 1999). Pavela (1997) argues that examination malpractice includes the unauthorized use of material and information by a student. Kibler (1993) maintains that examination malpractice is involved where students receive unauthorized assistance in their academics and where students are credited for the work they have not done. Cizek (2003:3-4) defines examination malpractice as:

any action that violates the established rules governing the administration of a test or the completion of an assignment; any behavior that gives one student an unfair advantage over the other students on a test or assignment; or any action that decreases the accuracy of the intended inferences arising from a student’s performance on a test or assignment

The above definition of examination malpractice tends to view the offence as only committed by students, thereby excluding violations that might occur during preparation, transportation and distribution of examination papers.
For behaviour to be judged as examination malpractice, such behaviour must go against established rules governing examinations. The behaviour in question would also give the student or individual an undue advantage over others. This behaviour must also negatively affect the judgement that can be derived from the student’s work (World Bank Group). Kibler (1993) also argued that there is no generally accepted definition of examination malpractice. Research shows that teachers and students are not always in agreement on what constitutes examination malpractice (Evans et al, 1990, McCabe et al, 1999, Whitley et al, 2002, Kidwell et al, 2003, Hughes et al, 2006). For this study, I perceive examination malpractice as any action or omission by an individual or an institution which violates established rules governing examinations, tests or assignments, intended to benefit the individual or a student and affects the accuracy of the inferences to be drawn from the examinations, tests or assignments. This study limits examination malpractice to violations by students in the school community.

2.2 The purpose of examinations

One of the primary purposes of examination is to provide feedback to the teachers or to students (Noah et al, 2001). Through examinations, an institution, state or country assess whether the curriculum is achieving its goal (World Bank Group). Certificates obtained after examinations provide evidence of achievement, and these certificates can be used for employment or for entry into higher institutions of learning (World Bank Group). Harding et al, (2004) argued that the long-term consequence of examination malpractice
is that students will give a false impression of themselves to their future employer and also endanger their ability to act ethically.

### 2.3 Prevalence of examination malpractice

Examination malpractice is seen at all levels of schooling (Strom et al, 2007; Pulvers et al, 1999; Schab, 1971; Schab 1969). The quantitative study by Schab (1969) in the USA showed that students started engaging in examination malpractice in the primary school. Approximately 24% of girls and 20% of boys admitted to examination malpractice in their first grade, 13% of the girls and 9% of the boys started examination malpractice in seventh grade and 17% of the girls and 15% of the boys began examination malpractice in eighth grade. Evans et al, (1990) studied the perceptions of 158 seventh and eighth grade students on examination malpractice in the USA. The research showed that more than 60% of the students agreed that examination malpractice was a serious problem in their school and 72% agreed that the students knew when examination malpractice was going on in the class. The review of literature by Whitley (1998) shows the prevalence of examination malpractice at 70.4%. The study of Schab (1969) and Evans et al, (1990) centred on discovering prevalence of, reasons for and characteristics of students who engage in examination malpractice and not on discovering determinants factors and its prevention as a community.

Many studies on examination malpractice in secondary schools reported high levels of examination malpractice (Harding et al, 2004; Grimes et al, 2005; Schab 1991). This increase in examination malpractice in secondary schools has been attributed to increase in pressure from parents (Harding et al, 2004), engaging materials being taught in the secondary schools and the fact that
students become less influenced by their parents and teachers while being introduced to the strong influence of peers in schools (McCabe 2001). Evans et al., (1990:46) observed that “students who cheat usually see nothing wrong with it”. In surveys that span over three decades, (1969, 1979, and 1989), Schab (1991) assessed the perceptions of the students on variables that dealt with the frequency of examination malpractice, reasons for it and engagement in examination malpractice. There was an increase in the percentage of students who engaged in examination malpractice from 1969 (20.3%) to 1979 (27.2%) and then again to 1989 (29.9%). The study of Grimes et al., (2005) shows the presence and rise in examination malpractice in different countries. The study compared the views of secondary school students towards examination malpractice from seven countries; Belarus, Croatia, Kyrgyzstan, Lithuania, Russia, Ukraine, and the USA. The number of students that participated in the research was 1,097; (723 from the transitional economies and 374 from the USA). The study showed that 87.41% of students from transitional economies and 70% of USA students have engaged in examination malpractice. Also, 83.81% of students from the transitional economies and 77.00% of USA agreed that they would assist a student in an examination if asked. Surprisingly, when these students were asked if examination malpractice was a socially acceptable behaviour, 56.24% of the students answered “yes” to the question. This actually confirms the view of Callahan (2004) that:

*when you’re deep inside a system where cheating has been normalized, you can’t even see that there are choices between being honest and playing by corrupt rules*” (p.26)
Alutu et al., (2006) studied the perceptions of secondary schools in Nigeria on examination malpractice. Students perceived that examination malpractice was very common (77.5%) and that it is difficult to stop in schools (61.0%). More than 50% of the respondents have engaged in examination malpractice in their own schools and 95.56% accepted that some teachers helped students to pass examinations. Differences between researchers on the prevalence of examination malpractice have been attributed to the level of analysis employed: while some concentrated on students’ differences, gender, grade point average, competition, others have concentrated on school contextual factors (McCabe et al, 1993). Often, students engage in examination malpractice for some reasons.

2.4 Why students engage in examination malpractice

Although many students believe that examination malpractice is wrong, many students still engage in it (Godfrey et al, 1998). Research shows that there are personal, institutional, and social reasons why students engage in examination malpractice (Brimble 2005; Covington 1998; Barnett et al, 1981; Schab 1969). Students engage in examination malpractice because they want to pass (Cizek 1999). Fear of failure is one of the primary reasons for examination malpractice (Sheard et al, 2003; Franklyn-Stokes et al, 1995; Evans et al, 1990; Michaels et al, 1989; Schab 1969). Fear of failure could be due to personal factors, like the time pressure when preparing for examinations (Shraw et al, 2007). Schab (1991) shows that some variables motivate students to engage in examination malpractice: fear of failure, too lazy to study, parents demanding good grades, desire to keep up with others,
it’s easy to engage in examination malpractice and not enough time to study. Students’ reasons for engaging in examination malpractice are similar across different studies: in Brimble et al, (2005), students’ reasons for examination malpractice are; I want to help a friend, the assessment was too difficult, the assessment was too time-consuming, I wasn’t likely to be caught, it was unintentional (Brimble et al, 2005:37) and in Newstead et al, (1996), the reasons recorded were; to help a friend, time pressure, extenuating circumstances, peer pressure, to increase the mark (Newstead et al, 1996:233).

Students’ learning climate and relationships within the school are contributory conditions for those engaging in examination malpractice. Some classrooms and schools operate in a climate of competition (Covington 1998; Brimble et al, 2005; Wajda-Johnson et al, 2001; Newstead et al, 1996 Franklyn-Stokes et al, 1995; Davis et al, 1992; Michaels et al, 1989; Haines et al, 1986; Baird 1980). People normally use the word ‘competition’ where individuals are struggling to defeat one another (Kohn 2007), where there is a scarcity of rewards (Covington 1998), and in those cases the stakes for the examinations are high (Cizek 1999). Students are more likely to engage in examination malpractice when students who previously engaged in it were not severely punished (Godfrey et al, 1998). Teacher behaviour and classroom characteristics have been associated with examination malpractice (Evans et al, 1990). Examination malpractice is more likely to occur in classrooms where teachers are perceived by students to be disorganized, unsupportive of students’ learning, not accessible to students, unfriendly and where teaching is boring (Wentzel 1997). Students are also motivated to engage in
examination malpractice where there are crowded classrooms (McCabe et al, 1999; Liman 1997), uncaring teachers (Genereux et al, 1995; Wentzel 1997), excessive workloads (McCabe 1992), lack of proper examination invigilation, and uninteresting lessons (McCabe et al, 1999; Genereux et al, 1995). Because these studies used quantitative method, the views of students about teacher behaviour that affected them could not be ascertained.

Students engage in examination malpractice because of their personal tendency to rationalize or neutralize examination malpractice (McCabe 1992, LaBeff et al, 1990; Haines et al, 1986). Sykes et al, (1957) reported five types of neutralization employed by the deviant to excuse a deviant behaviour: denial of responsibility, denial of the victim, denial of injury, condemnation of the condemners and appeal to higher loyalties. By using neutralization, students justify their engagement in examination malpractice (Jordan 2001). Students who rationalize examination malpractice would argue that their academic behaviour should be judged by the situation that gave rise to it, rather than by the judgement of the rightness or wrongness of the act (Stephens et al, 2007, McCabe 1992; LaBeff et al, 1990). By using neutralization, the delinquent reduces the feeling of guilt (Haines et al, 1986), justifies the act of contravening the norm held by both the school and the student as valid (Sykes et al, 1957) and shields the student from self-blame and the blame of others, because the behaviour is attributed to factors outside the student’s control (Sykes et al, 1957).
2.5 Determinants of examination malpractice

This section of the literature review examines the research on how student personal characteristic (gender), psychological characteristics (interest and ability) can determine examination malpractice. It also includes studies on school environmental factors (teacher-student relationship, student affiliation with the school, teacher’s response to examination malpractice, and students’ perceptions of peer engagement in examination malpractice) that determine examination malpractice.

2.5.1 Gender

Research on the effect of gender on examination malpractice is inconclusive. Some studies maintain that male students engage in examination malpractice more than female students (Hughes et al, 2006; McCabe et al, 1997; Newstead et al, 1996; Davis et al, 1992; Jendrek 1992; Baird 1980; Schab 1972; Bowers 1964; Schab 1969). Lower achieving students engage in examination malpractice more than higher achieving ones (Bowers 1964; McCabe et al, 1997). The study of Calabrese et al, (1990) has shown that girls are as likely to engage in examination malpractice as boys when the intention is to help a friend. Some studies did not show any gender significance related to examination malpractice (Diekhoff et al, 1996; Houston 1983). The divergent views on the effect of gender on examination malpractice could be attributed to the “context in which the cheating took place and the way in which cheating was assessed in a given study” (Miller et al, 2007:11).
2.5.2 Psychological determinants of examination malpractice

(a) Interest

Students’ approach to learning is affected by the interest they have in the lesson (Petty 2004; Strong et al, 1998; Dembo et al, 1997; Fontana 1995; Kyriacou 1991; Good et al, 1978). Examination malpractice decreases where students are interested in the task (Schraw et al, 2007; Whitley 1998).

Researchers distinguish between two types of interest: personal and situational interest (Hidi et al, 1992). Personal interest is an enduring interest of the student in information that is of value to the them. Situational interests are “short lived aspects of the activity” and the value of the information then is not enduring (Hidi et al, 1992). Thus, the context of the information arouses interest in the listeners. Situational interest deals with “emotions aroused by specific qualities of a task or activity” (Stipek 2002:138). Student interest in a lesson decreases motivation to engage in examination malpractice (Schraw et al, 2007).

(b) Ability

Learners have two different concepts of ability namely entity theory and the incremental theory of ability (Dweck 1986). Learners who hold with the entity theory of ability assume that ability (intelligence) is fixed, stable and unchanging. These students believe that ability is distributed unequally to different people (Stipek 2002). Learners who hold an entity theory of ability are out to maintain their self-esteem (Dweck 2000; Woolfolk 2004) and they do not value effort. They attribute their failures to lack of ability rather than to effort, because either one has ability or one does not have it (Dweck 2002).
Such students engage in examination malpractice because they see making an effort as a sign of lack of ability and so would not bother themselves to make effort (Garavalia et al, 2007). Research often characterises examination offenders as having lower ability and lower grades (Diekhoff et al, 1996; Genereux et al, 1995; Davis et al, 1992; Michaels et al, 1989; Haines et al, 1986; Hetherrington et al, 1964).

On the other hand, students with an incremental view of ability behave as if intelligence is “unstable”, “controllable” or “malleable” (Dweck 2002). These learners seek mastery goals. They learn in order to understand. They are motivated to master the task because they believe that intelligence can be increased through learning (Dweck 2002). Students who adopt an incremental view of ability are less likely to engage in examination malpractice, because they learn in order to master the task. Failure in examination/tests is an invitation to make more effort or to change the approach to their problem (Dweck 2000, Covington 1998). Garavalia et al, (2007) argued that students who are oriented towards out-performing others adopt methods of examination malpractice such as copying from peers and plagiarising but are not likely to involve themselves in examination malpractices that involve helping other students.

2.5.3 Institutional determinants of Examination malpractice
There are studies on the social aspects of schools (Stearns 2001; McCabe et al, 2001, 1993, 1999; Whitley et al, 1999; Wentzel 1997, 1998; Calabrese et al, 1990; Hendrix et al, 1990). The social aspects of the school include the interpersonal relationships that exist between the members of the school; between the teachers and the students and between the students themselves
(Anderman et al, 2007). Enshrined in these relationships are the perceptions, values, and obligations which teachers and students expect of each other in the school (Anderman et al, 2007). The social aspect of schools includes students’ feelings of belonging or alienation from the school (Anderman et al, 2007).

### 2.5.3.1 Teacher-Student relationship

The study of the teacher-student relationship is an attempt to answer the question; who is responsible for examination malpractice? (Murdock et al, 2004). Students’ perceptions of the characteristics and teaching behaviours of their teachers affect their attitude to examination malpractice. Where students perceive their teachers negatively, examination malpractice increases (Johnston 1996, Genereux et al, 1995). Examination malpractice is more likely where students perceive their teachers as uncaring, unfriendly and unfair in their dealings with students and in their assessments and grading of students (Genereux et al, 1995; Graham et al, 1994). Teacher behaviour in class is perceived in different ways by students (Stearns 2001). Stearns (2001) argues that students who are engaged in examination malpractice evaluate their teachers more negatively than those who aren’t engaged in examination malpractice; they have less fondness for their teachers and less respect. However, these studies didn’t show what determined the poor relationship between students and teachers; is it poor pedagogy or teacher behaviour?

Pulvers et al, (1999) studied the effect of students’ perception of their classroom environment on examination malpractice. Teaching context and students’ perception of their teachers were categorised under: personalisation
(relationships between the students and their instructors), involvement (students’ participation in classroom activities), students’ relationship to each other; satisfaction (enjoyment of the class), task orientation (clear and organized class activities); innovation (instructor planning of activities) and individualisation (extent of students’ involvement in their learning). Students who admitted to engaging in examination malpractice categorised their classes as less personalized, less satisfying, not very task oriented, less cohesive and less individualised. Murdock et al, (2004) argued that where teachers are instructionally poor or uncaring, examination malpractice increases and students perceive engaging in examination malpractice as morally justifiable. The support students get from their teachers affects students’ interest in the school (Wentzel 1996). Teacher support means modelling caring behaviour to students, participating in dialogue with students and encouraging students to engage their abilities in their studies (Nodding 1992). Thus, Wentzel (1998, 1997) argues that where teachers manifest a caring attitude in their classrooms, students’ academic interest and effort are likely to be increased. Teachers who care are seen to be democratic in their interaction with students and they also provide feedback which helps students to improve their learning (Wentzel 1998, 1997). Students are likely to engage in examination malpractice when they feel alienated from their school (Newhouse 1982).

2.5.3.2 Student affiliation with the school
Students go to school to learn principles for self improvement and to attain their future academic goals (Hendrix et al, 1990). When students feel that their school attendance does not manifest positive signs of higher ability or
success in their studies, they begin to develop negative responses to the school (Hendrix et al, 1990). Students will be keen to adopt school values regarding examination malpractice where they feel that the school authorities are caring, respectful and trustworthy (Murdock et al, 2001). Conversely, where these values are lacking, students feel alienated (Murdock et al, 2001).

Alienation is the psychological state of feeling estrangement from the school community; feelings of powerlessness, normlessness and social isolation and such climate encourage deviant behaviour (Whitley 1998:250). Students’ attachment to the school suggests that students have internalized the values which the school promotes. This attachment starts with students’ attachment to the people in the school (Anderman et al, 2007). When students don’t see their schooling as fulfilling their educational aims, students are more likely to disregard school rules and sanctions. They are more likely to engage in examination malpractice (Calabrese et al, 1990). Seeman (1975) cited in Hendrix et al, (1990) identified six components of alienation; powerlessness, meaninglessness, normlessness, isolation, cultural estrangement and self-estrangement.

These alienating factors are experienced by students where they feel that they don’t have control over their learning, and where the school and its laws are seen as incomprehensible, conflicting, unwelcome, valueless and uninteresting (Hendrix et al, 1990). Alienation begets negative behaviours from students such as examination malpractice, drug abuse and rejection of school values (Hendrix et al, 1990; Calabrese et al, 1990). Students who indicated that they were alienated from school and/or that their teachers were unfair scored high on self-reported cheating (Calabrese et al, 1990). These
studies did not show specific school factors in places of research that contributed to alienation. Again, these studies did not show how school communities could create a climate that takes care of students’ alienation, choices and powerlessness. Could inviting students to dialogue be a way of finding school conditions that negatively affect them? School contextual factors likely to lead students into examination malpractice is not limited to poor relationships and alienation to their schools, the attitude of their teachers towards cases of malpractice could be contributory factor.

2.5.3.3 Teacher attitude towards examination malpractice

Studies on teacher’s behaviour towards examination malpractice show that some teachers do not show practical commitment to the control of examination malpractice in their schools (Barnett et al, 1981). Some teachers differ from students on determining what constitutes examination malpractice (Evans et al, 1990). In Evans et al, (1990), only a few teachers agreed that “uncredited paraphrasing” is examination malpractice. Student perception of teacher’s attitude towards examination malpractice affects the likelihood of examination malpractice in the class (Brimble et al, 2005; Whitley et al, 2002; McCabe et al, 1999). Where students perceive their teachers to be unconcerned about examination malpractice, the offence is more likely to occur (McCabe et al, 1999; Barnett et al, 1981). This happens where teachers are not explicit about what constitutes examination malpractice as noted by one student; “cheating policies are not spoken about by teachers or discussed among teachers and students” (McCabe et al, 1999:210). Some behaviours students do not often regard as examination malpractice include: cooperating with peers to conduct assignments, getting unauthorized help on assignment,
getting academic information from someone who has previously taken a test, using false excuses to gain favour for extension of date for handing in assignments. Because students do not perceive them as malpractice, they are more likely to engage in them (Hughes et al, 2006). Studies on teacher attitude to cases of examination malpractice is yet not exhaustive; there are no studies that detailed how teachers punish students for examination malpractice in secondary school, how teachers emphasise and care about examination malpractice. This lack could be due to quantitative approach that has dominated research on examination malpractice.

In some schools, teachers do not follow school policy in dealing with examination malpractice (Jendrek 1989). This study found that of the 60% of the teachers who have observed examination malpractice; only 20% formally reported it. Many of the teachers, who penalized students for examination malpractice, did so in a manner contrary to school policy (Jendrek 1989). Such teacher attitude could be interpreted by students as a sign of indifference by teacher to examination malpractice. There is lack of studies on examination malpractice in secondary school that suggest ways of enlightening the whole school community on examination policy, the do’s and the don’ts, how to handle offenders, or on what constitutes examination malpractice. Factors that determine examination malpractice cannot be limited to teacher attitude; they also involve perception of peer behaviour (Anderman et al, 2007).
2.5.3.4 Students’ perception of peer attitude towards examination malpractice

In schools, students tend to befriend peers who share their orientation and interest (Woolfolk 2004, Wentzel 1999). These students learn from each other by peer observation (Bandura 1997). Social learning theory posits that human beings learn through interaction with others. Social cognitive theory distinguishes between enactive and vicarious learning (Woolfolk 2004). Enactive learning is learning by doing something and then learning from the consequences of one’s action. Vicarious learning is learning by observing peers. Thus, students learn to engage in examination malpractice by observing peers who engage in it (Michaels et al., 1989). Students model positive or negative behaviour acquired from their peers and put it into practice where there is a motivation to do so (Bandura 1997). McCabe et al., (1993) argued that “peers’ behaviour had by far the strongest influence on academic dishonesty” (p.32). Membership of different groups provides the avenue through which individuals learn (Lanza-Kaduce et al., 1986). Often what is socially acceptable depends on the culture or the group (Lefrancois 2000). Some students who belong to clubs, fraternities and other groups learn the strategies, motivations, values, beliefs, rationalizations and behaviour of their peers (Anderman et al., 2007). Students model peer behaviour under some social conditions:

(a) Membership of fraternities

The spirit of loyalty which exists among students in fraternities becomes a protective tool so that members find it easy to learn misbehaviour from peers. This group loyalty makes it difficult for members to report each other (McCabe
et al, 1993; Jendrek 1992). McCabe et al, (1993) argue that “the strong influence of peer’s behavior may suggest that examination malpractice not only is learned from observing the behavior of peers, but that peers’ behavior provided a kind of normative support for cheating” (p.533). The loyalty which members of fraternities pledge to their group would make them perceive helping another member in their examinations as a duty (Bowers 1964). Members of fraternities admitted more frequent examination malpractice than non members and they were more likely to be engaged in cooperative examination malpractice than non members (Baird 1980). An example of fraternity help and protection is seen in the response of students in McCabe et al, (1999):

> much of the cheating I see go on here is between the football team players
> (McCabe et al, 1999:228)

(b) Students’ attitude towards peers who engage in examination malpractice

Students are more likely to blame or evaluate negatively their peers who engage in examination malpractice if their engagement is determined by internal factors they can control, like not making effort, than they would if it was determined by external factors outside their control (Whitley et al, 1999). Students are more likely to engage in examination malpractice where they believe that their peers approve of examination malpractice and they are less likely to engage in examination malpractice where they believe that their peers disapprove of examination malpractice (McCabe et al, 1999, 1997, 1993; Bowers 1964). The study of Lim et al, (2001) in Singapore reported that 77.1% of the respondents have seen some students engage in examination
malpractice. Many of those students that have witnessed examination malpractice, 45.5% have engaged in it.

Many studies show that peer reporting is low in schools; students hardly report peers (Lim et al, 2001; Baird 1980; Schab 1972; Jendrek 1992; Hendershott et al, 1999). Schab (1972) reported a culture of “no squealing” among the respondents in his study. Students’ attitude toward peers who engage in examination malpractice is one of feeling of indifference (Cizek 1999). Students do not report peers for examination malpractice because they feel it is not their responsibility to prevent examination malpractice and peer reporting destroys the friendship that exists between them (McCabe et al, 2001). Also, students do not report peers for engaging in examination malpractice for other reasons: to avoid being nicknamed a ‘squealer’, to avoid being seen as enemy by the reported peer, for fear of retaliation and out of the belief that the student will not be prosecuted when the act of malpractice is reported (McCabe et al, 1999). Some students were uncomfortable and angry when they observed examination malpractice (Throckmorton-Belzer et al, 2001, McCabe et al, 1999, Johnston 1996, Jendrek 1992). This section raises a question; are there school conditions where students will perceive preventing examination malpractice as one of their duties and be willing to report peer? These studies did not answer these questions.
Studies reviewed show that research on examination malpractice has been dominated by quantitative methods and that it is prevalent in schools. Researchers have tried to understand issues involved in examination malpractice by studying reasons for and determinants of examination malpractice. Students’ reasons can be categorised into: personal factors (lack of confidence to pass, lack of time) and situational factors (improper invigilation, poor understanding of examination policy, peer affiliation, poor relationships/care, and neutralisation). Research also shows that students’ psychological conditions (interest and belief about ability) are determinants of examination malpractice. Very few studies have mentioned poor pedagogy as
determining examination malpractice and those studies have not given students personal and situational views because of the quantitative method of research employed. Though these determining reasons have been recognised, research is still lacking on a comprehensive way to solve these personal and institutional problems in secondary schools.

2.6 Prevention of examination malpractice
In this part of the study, I shall explore research on preventing examination malpractice in schools. Research that focused on preventing examination malpractice in institutions of learning is few and such research perceive prevention of examination malpractice as the duty of teachers alone. Thus, student participation on the program of preventing examination malpractice is lacking. As I have noted above, students’ reasons for engaging in examination malpractice can be attributed to personal and situational factors (Cizek 1999). Some of the reasons students engage in examination malpractice include; fear of failure, competitive culture, poor learning conditions and uninteresting lessons (2.4). Students also engage in examination malpractice because of peer pressure and their rationalisation of examination malpractice.

Research that aimed at preventing examination malpractice in institutions of learning was carried out in the universities (McCabe et al, 1993, 1999; Kibler 1993). Researchers have reported different approaches to preventing examination malpractice in the universities. While some researchers have advocated threats of sanction (Genereux et al, 1995), or influencing the personal characteristics of students (Jendrek 1992), others have maintained that examination malpractice can be prevented by minimising the availability of opportunities to engage in examination malpractice (Noah et al, 2001;
Research on preventing examination malpractice in schools has adopted two approaches; the classroom approach and the institutional approach. The classroom approach includes strategies that could be applied in the classroom, while the institutional approach includes strategies that could be applied at the school level.

Classroom approaches include the actions of teachers aimed at preventing examination malpractice in classrooms. These teacher behaviours include: where teachers make the effort to explain the purpose of lessons to students and how to apply the lesson to real life (Murray et al., 1996), where examination seats are arranged in such a way that empty spaces are between the students during examinations (Houston 1986, 1976, Aiken 1991), where teachers invigilate examinations properly (Davis et al., 1992, Aiken 1991) and where multiple test forms are used (World Bank Group, Whitley et al., 2002). These preventive measures show only what teachers are to accomplish in their schools devoid of student participation. But teachers may not render maximum help to students on schooling if the later are not involved in their schooling. Preventing examination malpractice needs change in beliefs and behaviour by both teachers and students. Thus, the classroom approach is not comprehensive enough to deal with the problem.

An institutional approach includes programs that emphasise having examination policies and application of sanctions (Kibler 1993, Barnett et al., 1981, Trevino 1992, McCabe et al., 1999, 201). Research shows that for schools to prevent examination malpractice, they need to enhance the integrity of examinations by enhancing students’ moral development and by developing a framework for monitoring how the school addresses its problem.
with examination malpractice (Kibler 1993, Davis et al, 2009, McCabe et al, 1993). Schools can also prevent examination malpractice where there is a written “honor code” on examination malpractice (Kibler 1988; Pavela 1981, McCabe et al, 1993, 2001, 1999). McCabe et al, (1993) caution that adopting an honor code as the sole solution to preventing examination malpractice will be ill conceived because examination malpractice is affected by “multiple variables beyond the mere existence of an honor code” (p.533). Deterrence theory maintains that for students to be deterred from engaging in examination malpractice they must perceive that they are likely to be caught, and also, that they must be severely punished when caught (Tittle et al, 1973). Where students perceive that the consequence of examination malpractice and being caught outweighs the reward for examination malpractice, they are more likely to desist from it (Tittle et al, 1973). But the fact remains that only when students fear the punishment for examination malpractice will they desist from it and not where they perceive the punishment as ineffective and the givers as indifferent to the offence.

The effect of punishment on deviant behaviour has been questioned: the study of Hendershott et al, (1999) shows that fear of punishment will deter female students more than males and the study of Montgomery et al, (1995) maintains that punishment is not a panacea for correcting deviant behaviour. Hendershott et al, (1999) caution that the prevention of examination malpractice in schools would need multifaceted strategy. Where students are not sure or are not in agreement over what constitutes examination malpractice, threat of sanction becomes ineffective. It can be counter-productive, as students might perceive the school authorities as vindictive and
unjust. Not all examination malpractice is deterred by threat of sanctions (Tittle et al, 1973). Some poor performing students may see threat as irrelevant, because the consequence of being caught and failing does not have any impact on their existing situation. Thus, where students are convinced that they are failing examinations, the fear of being given 0% for examination malpractice may not stop them from engaging in it. Jendrek (1992) advocates for moral development of students and perceived many of the above measures for preventing examination malpractice as setting “up roadblocks for students who want or might want to cheat.
Table: 2  Research on exam malpractice is dominated by quantitative method and only few studies focused on its prevention

<table>
<thead>
<tr>
<th>Name and year of publication</th>
<th>Institution</th>
<th>Where</th>
<th>Methodology</th>
<th>Focus of the study</th>
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<td>Evans &amp; Craig 1990</td>
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</tr>
<tr>
<td>Schab 1969</td>
<td>High school</td>
<td>USA</td>
<td>Questionnaire</td>
<td>Gender difference, attitudes, prevention</td>
</tr>
<tr>
<td>Hendrix, Sederberg, Miller 1990</td>
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<td>USA</td>
<td>Questionnaire</td>
<td>Commitment and alienation to school</td>
</tr>
<tr>
<td>Hughes &amp; McCabe 2006b</td>
<td>High school/University</td>
<td>Canada</td>
<td>Questionnaire</td>
<td>Prevalence, determinants and solution</td>
</tr>
<tr>
<td>Davis, Grover, Becker, McGregor 1992</td>
<td>High school</td>
<td>USA</td>
<td>Questionnaire</td>
<td>Prevalence, determinants, deterrents</td>
</tr>
<tr>
<td>Brimble &amp; Stevenson-Clarke 2005</td>
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<td>Pulvers &amp; Diekhoff 1999</td>
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<td>Survey</td>
<td>Prevalence, severity, justification and response to cheating</td>
</tr>
<tr>
<td>Keith-Spiegel, Tabachnick, Whitley, Washburn 1998</td>
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<td>Stearns 2001</td>
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<tr>
<td>Study</td>
<td>Education Level</td>
<td>Country</td>
<td>Research Design</td>
<td>Research Question</td>
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<tr>
<td>Anderman, Griesinger, Westerfield 1998</td>
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<td>Alutu &amp; Aluede 2006</td>
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<td>Murdock, Hale, Weber 2001</td>
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<td>McCabe, Trevino, Butterfield 2002</td>
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<td>Godfrey &amp; Waugh 1998</td>
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<td>Vandewiele 1980</td>
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<tr>
<td>Newstead, Franklyn-Stokes, Armstead 1996</td>
<td>University</td>
<td>UK</td>
<td>Questionnaire</td>
<td>Incidence and causes of cheating</td>
</tr>
<tr>
<td>Evans &amp; Craig 1990</td>
<td>High school</td>
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<td>Questionnaire</td>
<td>Teacher and student perceptions of cheating</td>
</tr>
<tr>
<td>Ashworth, Bannister, Thome 1997</td>
<td>University</td>
<td>UK</td>
<td>Interview</td>
<td>Students’ perceptions of cheating and plagiarism</td>
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<td>Kidwell, Wozniak, Laurel 2003</td>
<td>University</td>
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<td>Questionnaire</td>
<td>Student and faculty perceptions of cheating</td>
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<tr>
<td>Calabrese, Cochran 1990</td>
<td>Secondary school</td>
<td>USA</td>
<td>Questionnaire</td>
<td>Relation of Alienation to cheating</td>
</tr>
</tbody>
</table>
These are short-term solutions to the problem of academic dishonesty and do little to help prepare students for the ethically laden decisions facing them after graduation” (p. 272) Preventing examination malpractice by spacing students in the examination room is laudable but it is a short term solution as students may not see the need to develop the morality and integrity required of them in examinations and in life. Thus, research reviewed suggests that examination malpractice is prevalent in schools and is determined by students’ personal and contextual factors. Students’ primary reason for examination malpractice is to pass but research reviewed showed that necessary conditions for students to pass are often not existent in schools. The review shows that none of the strategies for preventing examination malpractice; punishment, moral development and honor code on itself can comprehensively prevent examination malpractice in schools and no studies has attempted to bring all together. Many of the suggestion on preventing examination malpractice have excluded students as partners in the solution and no studies on examination malpractice in secondary school has focused exclusively at preventing examination malpractice. Table 2 (above) shows that research on preventing examination malpractice in secondary is limited. Studies are dominated by quantitative methods of research and few have focused on the prevention of examination malpractice.
**Student voice**

**2.7 The meaning of student voice**

In its widest sense, student voice includes the ways in which the perspectives and preferences of students are encouraged in their learning and education (Hargreaves 2004). Student voice includes giving students the opportunity to give their opinion concerning “the rules and procedures” in their classrooms (Rodabaugh 1996:42). It also includes students’ feedback on classroom assignments, on teaching and learning, school governance and decision making, and on educational issues (The Education Alliance). Asking for the perspective of students in matters that concern them means that students are “involved” and are not just used, are seen as “producers of knowledge” and not as mere “recipients” (Fielding *et al*, 2003). To seek the perspective of students in school matters means that students participate in decision making, reasoning, reflection, dialogue, evaluation of their experiences, their school, their learning, their classrooms and their environment (Rudduck *et al*, 2007; Arnot *et al*, 2004; Burke *et al*, 2003; MacBeath *et al*, 2003). Student voice includes students sharing power with their teachers on schooling (Mitra 2008). Kreisberg (1992) argued that this is not power over students but power that includes collaboration, sharing and mutuality; this is, “power with” and not “power over” students.

By listening to students, the school as a community develops a body of knowledge about how to approach its’ problems from inside-out. This knowledge is independent of any member of the school community. Based on this new knowledge, the transformation of the school can be realised. Transformation includes a change in the perceptions and methods of
approach to problems by a school (Rudduck 2004). Studies about student voice seek to explore the “challenges and possibilities” of students participating in the development of education policies, practices and programs. It also affirms the necessity of engaging students in decisions and actions geared towards improving teaching, learning and schools (Thiessen 2007). In schools, teachers engage in student voice through student consultation, participation in class activities and research, questionnaire, interviews, observations, discussions (MacBeath et al., 2003, Flutter et al., 2004). Mitra (2004) maintains that student voice is focused on the design, facilitation and improvement of learning. Hargreaves (2004) defined student voice in its narrow sense as:

*How students come to play a more active role in their education and schooling as a direct result of teachers becoming more attentive, in sustained or routine ways, to what students say about their experience of learning and of school life (p. 7)*

In view of this study I conceptualise “student voice” or “consulting students” to include all formal and informal deliberations in which students and adults participate in a democratic context; via dialogue, with the aim of improving teaching, learning and schooling. I classify student voice as students sharing their problems, fears and opinions with teachers through individual, group, student council or other organisations in the school for the purpose of improving engagement with learning, contributing to school matters and school improvement. However, I am cautious that my views about student voice should not influence those of teachers and students engaged in this study. The key to achieving these objectives in their schools is “participation” in the daily activities of the school. Participation refers “to the process of
sharing decisions which affects one’s life and the life of the community in which one lives” (Hart 1992:5).

2.7.1 The neglect of student voice

The student voice movement derived momentum from recognition in law that students have rights – children’s rights. Children are seen as full human beings, with personality and the ability to take part in deciding issues that concern them (Freeman 1996). In education policies and administration, the recognition and acceptance that students’ perspectives should be accorded great recognition and taken seriously has only emerged recently (Mitra 2008). In their bid to enhance the quality of work produced in schools and to maintain discipline in schools, school administrators have sought ways of increasing learning, test scores and reducing unacceptable behaviours but “have forgotten input from the most critical stakeholders in the process of education: the students” (Goldman et al, 1998:1). The neglect of the voice of students has been perceived as “irresponsible and is neglectful of what is one of their basic rights” (Charlton 1996:63). Commenting on the lack of voice for children with emotional and behavioural difficulties, Garner (1993) observed that student voice has been the “least influential” in the planning of strategies for dealing with problems involving children with disruptive behaviour.

In the preface to their book, Flutter et al, (2004:xi) observe that politicians, public service providers and companies consult their customers and provide them with regular information in recognition of the fact that they matter and deserve to know, but in the case of education, “providers and policy makers have been slow to realize the potential of consulting ‘consumers’”. The views
of students as consumers whose opinions are not taken into account was echoed by Blishen (1969) in the work ‘The school I’d like’. He observed that

*In all the millions of words that are written annually about education, one viewpoint is invariably absent – that of the child, the client of the school. It is difficult to think of another sphere of social activity in which the opinions of the customer are so persistently overlooked (Blishen, 1969, sleeve note)*

Kohn (2006:81) observed that “children are not just adults-in-the-making. They are people whose current needs and rights and experiences must be taken seriously”. Students are a resource for school change and youth development. Educational reform for decades has existed on the basis of doing things to other people presumed to be for their good. Levin (2000) observed that “right at the bottom of the education status list, are students. They are subject to direction from everyone above. Even though all the participants in education will say that schools exist for students, students are still treated almost entirely as the objects of reform” (p.155). Cook-Sather (2002) agrees with Levin maintaining that “it is time that we count students among those with authority to participate both in the critique and in the reform of education” (p. 3).

However, researchers have asked questions about why student voice has been neglected: “what might happen if we viewed youth as part of the solution, rather than as part of the problem? (Mitra 2008:1), “why is it that we have given so little attention to pupils in our attempts to study and understand the process of change in schools” (Rudduck 1983:32), “what would happen if we treated the student as someone whose opinion mattered in the introduction and implementation of reform in schools?” (Fullan 2001:151).

Researchers agree that improving learning and maximizing output will most
certainly involve inviting student participation and contribution within schooling (Fullan 1991; Marland 1996; Macdonald et al, 1998; Keys et al, 1993; Morrison et al, 1997). Students will be of help in reforming their schools and in “determining their nature, design, organisation, ethos, and use” (Burke et al, 2003:9). Researchers have argued in favour of inviting and respecting student perspectives on schooling and school change (Lodge 2005; Levin 2000, 1995) but what are their reasons?

2.8 Why consult students?
There are various arguments for the necessity of student voice in matters that concern them. I shall approach these arguments from four perspectives: changing conceptions of childhood; students have experiences of schooling, teaching and learning and the curriculum they can share; citizenship education, students as agents of school improvement and the benefits of students’ participation in schooling.

2.8.1 Changing conceptions of childhood
Commenting on John Locke’s (1632-1704) works, Archard (1993) observed that childhood was conceptualized as “recipients of an ideal upbringing, citizens in the making, fledgling but imperfect reasoners and blank sheets filled by experience” (p. 1). Childhood was understood to be a stage in the development process of achieving adulthood. Children were seen as “incomplete version of their adult selves” (p.2) and parents should have power over their children because they were still immature. Thus, children were perceived as not fully rational and acquisition of knowledge has become the road to maturity. Childhood was understood as a state of “lacking that which defines an adult”, for example, reason or independence (Archard 1993:11).
The function of education is to make children acquire this knowledge that
ushers them into adulthood.

Before the twentieth century, the conception of childhood was socially
constructed. Children were associated with negative qualities, weakness,
irrationality, imbecility and primitivism (Freeman 1983). In this age, the state of
childhood is “defined as that which lacks the capacities, skills and powers of
adulthood. To be a child is to be not yet an adult” (Archard 1993:30). At the
end of the nineteenth century some authors started writing about children’s
rights (Freeman 1996). Children’s rights attracted international attention with
the declaration of the League of Nations (1924), Universal Declaration of
Human Rights (1948) and Declaration of the Rights of Children (1959).
Though these declarations (1924, 1959) sought to enhance children’s rights,
Freeman (1983) suggested they emphasise children’s material needs and not
their rights or freedoms. The liberation of children and the children’s rights
movement became significant in the early 1970s and 1980s in the writings of
movement as the “emancipation of humanity as a whole” (p. 45).
Liberationists claimed that;

modern separation of the child’s and adult’s world is an unwarranted
and oppressive discrimination; that this segregation is accompanied and
reinforced by a false ideology of childishness; and that children are
entitled to all the rights and privileges possessed by adults
(Archard 1993:46-7)

Though the liberation movement was directed towards “conditions outside
school”, there were also attempts to liberate children in schools (Rudduck et
al, 2000). Such awareness gave rise to the National Union of School Students
(NUSS) in Britain in 1972. This Union advocated opposition to corporal punishment, uniforms and racism (Franklin et al, 1996). The children’s rights movement further campaigned for more participatory rights for children. Empowering children to participate in certain aspects of decision making was perceived as means for their protection (Franklin et al, 1996). This gave rise to the Children Act and the United Nations Convention on the Rights of the Child (UNCRC) both in 1989. The concept of student voice is rooted in Article 12 of United Nations Convention on the Rights of the Child. Article 12 states:

1. *State Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.*

2. *For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.*

Thus, Article 12 of UNCRC is conceptualized as having two key elements: (1) the right to express a view in all matters affecting the child and (2) the right to have the view given due weight (Lundy 2007). Article 12 recognises the child as a full human being and accords children the ability to engage fully on issues affecting them in society, in education, in the environment, social security, transport or television (Freeman 1996). Alderson (2000) argued that the 1989 convention rights are understood under the 3 P(s): provision rights, protection rights and participation rights. Successful implementation of Article 12 of the convention in schools requires consideration of four factors:

- **Space:** Children must be given the opportunity to express a view
- **Voice:** Children must be facilitated to express their views
- **Audience:** the view must be listened to
- **Influence:** the view must be acted upon (Lundy 2007: 933)
2.8.2 Students’ experiences of schooling
There has been growing awareness among students and educators that students have a crucial role to play in school improvement (Fletcher 2005, Fullan 1991). The failure to involve students in school reform has been perpetrated by the view that students lack the competence to shape their education (Lodge 2005). Students are also seen as “beneficiaries of change” and not as change agents (Fullan 1991). Knowing the perspective of students on their learning is very necessary because students have well informed experiences through their daily life experiences in the school; “they have skills and knowledge about teaching and learning based on their daily experiences of school and classrooms” (Fielding et al., 2003:5). Students are “shrewd observers” and they gain insight and wisdom from their experiences (Lincoln 1995). Students have experiences relating to the curriculum, teaching and learning, citizenship education and how to improve their schools; they can share these with those involved in their education.

2.8.3 Students’ experiences can enhance curriculum
Student voice researchers are in agreement that students have experiences relating to curriculum, teaching and learning and that these experiences are valuable to teachers if used to enhance professional development and learning in their schools (Mitra 2008, Fielding 2001, Rudduck et al, 2000). Mitra (2008) argue that student voice can help to “improve teaching, curriculum, and teacher-student relationships and leading to changes in student assessment and teacher training” (p.2). Mitra (2008) argued in favour of using student voice to foster youth development, leadership and change in
schools. Mitra carried out a case study (Mitra 2008) at Whitman High School USA and observed:

*through participation in teacher professional development sessions and reading research groups, student forum members became valuable members of the school’s learning community by providing teachers with feedback on how students might receive new instructional strategies and materials* (p.73)

In the project undertaken by Flutter *et al*, (2004) in Little Stoke Primary school, England, the focus was to improve on writing of pupils in Key stage 1 and Level 3. The process involved children gathering and analysing data on how they were learning. John, the deputy head, observed at the end of the one-year project “that the target group of pupils had made progress in their creative writing skills” (p.33). Thiessen (1997) maintained that student voice “offer another vantage point from which to view the tensions among the intended, taught, and experienced curriculum” (p. 184). Middlewood (2005) argued that making use of student voice includes peer mentoring so that students provide a coaching and advice service for their peers. Thus, Middlewood called for the involvement of students in evaluating the curriculum:

*a learning school is prepared to evaluate its curriculum provision through a curriculum review process that takes account of the views of teachers, students, parents and external auditors such as school inspectors* (p.120)

Drawing from interview research that focused on what young people said about their decision to leave school early, Smyth (2007) noted that “young people themselves are powerful and insightful analysts of what works and what does not work for them in school and the condition that need to be brought into existence for them to have a meaningful education” (p. 635).
The research showed why the curriculum and style of teaching is failing students and leading them to drop out of schools early:

Like Maths, instead of teaching the class he would actually, like, write up on the board and as he was writing he would be speaking to the board and teaching the board and we'd be sitting there, like, yeah okay, and you'll go through it and the next thing you know you're lost (p.644)

Galloway et al, (2007) in their research focused on stressed-out students (SOS) and on how to help policy makers and school authorities to address the ‘causes’ and consequences of stress. Students were interviewed and their views showed that the curriculum contributed to their problems. Galloway et al, (2007) observed that where students voice is listened to, “where all members of the school community can feel that their voices are heard and valued, that change is most likely to happen” (p. 632). Seeking student perspectives is not only valuable to inform curriculum design; it also enhances teaching and learning.

2.8.4 Students’ experiences can enhance teaching and learning
Research shows that students have experiences of schooling that will be beneficial to schools and policy makers if tapped (Wagg 1996; Cullingford 1991; Cooper et al, 1996a). Mitsoni (2006) research focused on features of pedagogy that would capture and sustain students’ engagement in archaeology. Through interviews with students, Mitsoni (2006) discovered that students were actively engaged when they were given “things to do that captured their curiosity and that they can work on together, projects that challenge them, questions that are puzzling, and tasks that allow them to interact, like role-playing legends from the past” (p.164). Also, students
wanted what they learned to connect with their everyday life and they wanted to be “treated as responsible, reliable and important individuals” (p.167).

In their qualitative research to determine how teachers use pupils’ ideas, Pedder et al. (2006) revealed how year 8 pupils preferred to learn, what motivates them, how their peers prefer to learn and what motivates them and teachers’ perceptions of their students that shape their teaching styles. Pupils observed that “interactive teaching for understanding, contextualizing learning in appropriate ways, fostering a stronger sense of urgency and ownership and opportunities for collaborative learning” (p.149) helped them to learn.

Similarly, Howard (2001) qualitatively accessed African-American pupils’ interpretation of cultural teaching strategies. The study showed that the quality of learning environments pupils preferred: caring teachers, having a community/family-type classroom environment and making learning fun and teaching exciting. Howard (2001) argues that “listening to students’ voices may reward educators with insights into issues that may have been overlooked in previous discussions on school reform” (p. 146). Nieto (1994) urged policy makers and school leaders for more student participation and voice on schooling by arguing that student voices have the potential to reveal how upset students feel when they perceive their schools as unresponsive, cold places. She observed that “students have important lessons to teach educators and we need to begin to listen to them more carefully” (p.420). In her survey of research in Great Britain and Northern Ireland to determine students’ views on school councils and daily life in the school, Alderson (2000) showed that students wanted “to be heard more and respected”.
Teachers “were not mentioned enough to be one of the ten most liked items” (p.126).

In the same vein, Lee’s (1999) study of low-achieving African-American students showed that their underachievement was to some extent determined by a teacher centred style of teaching, lack of positive relationships between teachers and students and the discrimination that existed in their schools.

Flutter et al, (2004) argued that students have experiences of schooling that should be explored because “pupils are able to offer first-hand evidence about teaching and learning” (p.131). SooHoo (1993) alluded to the fact that students are “expert” witnesses to schooling because they have authentic data to give:

> Somehow, educators have forgotten the important connection between teachers and students. We listen to outside experts to inform us, and, consequently, we overlook the treasure in our very own backyard: our students. Student perceptions are valuable to our practice because they are authentic sources; they personally experience our classrooms firsthand (p.390)

Students have experiences of teaching and learning which they can share with educators and teachers. These experiences are worth listening to and they are “perhaps the most important – foundation for thinking about ways of improving schools” (Rudduck et al, 1996:1). Also, in their later work, Rudduck et al, (2000) argued that these experiences can be used to support students’ learning:

> Pupils are observant and have a rich but often untapped understanding of processes and events...we need to find ways of harnessing pupils’ insights in support of their learning. Pupils’ accounts of their experiences of being a learner in school can lead to changes that enable pupils to feel a stronger sense of commitment to the school and to the task of learning (p.82)
Wilson et al. (2007) noted that apart from age difference and professional certification, “students’ extensive experience in schools would make them the unquestioned experts on any topic related to instruction” (p.283). Reasons for studying student voice are not limited to students’ rights and expertise in learning, students’ experiences can enhance their commitment as citizens.

2.8.5 Citizenship education
There is a growing awareness that young people are losing interest in political activities and that younger people are not eager to vote during elections (Morgan et al, 2001, Lodge 2005, Prieto 2001). The General Comment (2001) on Article 29 of UNCRC states that “the overall objective of education is to maximize the child’s ability and opportunity to participate fully and responsibly in a free society” (p.5). In the UK, young people were perceived as “apathetic, alienated and disinterested in politics” as observed in EU and General Elections (Maitles et al, 2006:68). In the US, “the public’s level of political interest is low, and the rate of voting in elections is on the decline” (Morgan et al, 2001:154). In Chile, “people are not sufficiently interested in getting involved in what it is happening in their country and have a poorly developed democratic culture” (Prieto 2001:87). In Australia, “the renewed urgency to foster democratic values in schools resurfaced in recent years as awareness increased about the general lack of democratic attitudes and understanding among Australia’s youth” (Dobozy 2005:3).
Different governments hold that through citizenship education, students will acquire the necessary attitudes and skills, not only to function in society, but also to appreciate the process of democracy in their countries (Dobozy 2005). Citizenship education is geared towards building “more opportunities for pupil
participation and pupil voice into the fabric of the school’s structure” (Rudduck et al, 2000). Furthermore, Rudduck (2007) argued that citizenship education is meant to prepare students to engage as citizens in the democratic society of their schools now and not only in life beyond school. For schools to achieve these goals, they need to be democratised. Through a citizenship curriculum, this negative political attitude can be countered among the youth because schools are the best place students can learn to live democratically. In schools students will learn and live the core principles of democracy like freedom, self-conception, solidarity, equity, diversity and tolerance (Prieto 2001, Morgan et al, 2001). The curriculum will be delivered in ways that call for students’ participation in community and democratic processes and activities in their schools (Lodge 2005). This understanding is based on the assumption that “if students participate in activities when they are young, they are more likely to participate in organizations and in the political process when they are old” (Morgan et al, 2001:156).

This new understanding of the need for citizenship education coupled with a call by UN Convention 1989, a question has arisen over how to realise democratic values and ideals in undemocratic schools. For schools to realise this goal of citizenship, it became clear that students should be consulted, participate in discussions and the decision-making processes that affects them (Maitles et al, 2006). Through their participation in decisions and matters that affect them in their schools, students are empowered to speak out against what they disagree with and to cast an analytical eye over what goes on in the school (Klein 2003:33). A medium through which students can
exercise political and democratic values in their schools as a group is the student council (Klein 2003). The UNCRC perceives the formation of a student council as an avenue for students to exercise their rights as seen in General Comment (2001) on Article 29

*The participation of children in school life, the creation of school communities and student councils...and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights* (p.4)

Effective school councils have the potential of creating avenues for students to experience democracy and for “moving the responsibility of enforcing good behaviour away from teachers and towards the school community as a whole” (Klein 2003:37). The presence of effective school councils in schools is a positive sign of student participation in matters that affect them (Klein 2003) if “they are the centre – and symbol of – school-wide democratic practice” (Rudduck *et al*, 2000:83). If the existence of the school council is “tokenistic and cosmetic”, it can only become an instrument of channelling students’ anger (Rudduck *et al*, 2000, Klein 2003).

2.8.6 Students’ experiences can enhance school improvement

Rudduck *et al*, (2000) argued that student voice movement has its root in school improvement research and that student voice offers teachers, researchers and policy makers a common agenda about how to improve schools. Research shows that students’ experiences can illuminate school improvement and bring change to schools: that “reform will be more successful if students are more involved or, even more strongly, that education reform cannot be successful unless students are more involved” (Levin 2000:156). Goldman *et al*, (1998) argued that the most ‘fundamental
principle’ when creating a culture of change in schools is to include all stakeholders and to make them feel that they have ‘choice and voice’ in the process. The starting point in improving schools is to “get students talking about what they really want from school” (p.27) Nieto (1994) argues that schools can change their policies by listening to students:

*One way to begin the process of changing school is to listen to students’ views about them; however, research that focuses on student voice is relatively recent and scarce* (p.395-6)

Research has shown that many reform efforts in schools are aimed at improving student outcomes (Gray *et al*, 1999). Mitra (2001) argues that to improve students’ outcomes, schools must “value the knowledge and experiences of students by including them in the process of change” (p. 94). Mitra (2008) further argues that student experiences can help to improve “teaching, curriculum, and teacher-student relationships and leading to a change in student assessment and teacher training” (p.2). Hargreaves (2004:7) sees student voice as “a gateway to change”. Student voice flourishes within a certain school culture and student voices “replenish such a culture”. Thus, the argument that students have experiences which can illuminate the direction of change presupposes that to promote students’ development, “we must understand the child’s point of view” (Bennathan 1996:90). Students have experiences about what to change and how to change it and this experience can inform policy and planning (Cruddas 2001).

Based on this repertoire of student experiences which are untapped, Fullan (2001) argued that “when adults do think of students, they think of them as the potential beneficiaries of change...they rarely think of students as participants in a process of change and organizational life” (p. 151).
In the UK, the DfES (2004) encourages the involvement of students in “decision-making processes” and gives advice to all LEAs, governing bodies and schools to consult students when taking decisions which affect them because the “experience of successful schools shows that decisive progress in educational standards occurs where every child matters” (DfES 2004:1). DfE (1994a) in its introduction stresses strongly the need for schools to listen to the voice of learners, especially those who are involved in special education in order to improve learning:

*Special educational provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of his or her age and understanding*

By creating a listening climate in schools, teachers and students begin to accomplish more, because teachers will develop the skills of “penetrating into the deeper essence” of students opinions (Senge et al, 1999).

2.8.7 Benefits from consulting students

Researchers make claims as to the benefits of consulting and students participation in schooling. These claims are based on the potential impact of student voice on students, teachers and schools and were derived from experiences and confessions of students and teachers. Commenting on the benefits of student voice in schools, Fielding et al, (2002) observed four dimensions of these benefits: organisational, personal, pedagogic and political.

2.8.7.1 Engagement in learning:

Research studies show that student voice in schools encourage and enhance student engagement in learning (Fielding et al, 2003). Hargreaves (2004) observed that consulting students enhance their engagement and motivation
in learning and in classroom activities. Student voice is geared towards empowering students to engage in their learning (Vatterott 1999).

Empowerment is “a process through which people and/or communities increase their control or mastery of their own lives and the decisions that affect their lives” (Kreisberg 1992:19).

Research shows that students are more engaged when they observed that their opinions were heard by school authorities and were acted upon to effect changes in their learning (Rudduck et al, 2007; Rudduck 2006; Beaudoin 2005, Fletcher 2005; Arnot et al, 2004; Burke et al, 2003; MacBeath et al, 2003). Beaudoin (2005) argues that by “listening to student voices, we can motivate and engage students in today’s schools, and that engagement can lead to greater achievement” (p.5). Student voice is geared towards creating partnership between students and teachers so that “teaching-and-learning is co-constructed by both” (Hargreaves 2004). Through consulting, students develop the ‘capacity’ to talk about teaching and learning in their schools and uncover ways to improve their schooling. The study by Wilson et al, (2007) shows six teacher behaviour patterns students said would help them to learn: good teachers push them to do their assignments, maintain order in classrooms, offer them help, explain lesson topics thoroughly, understand students and vary classroom activities. When teachers react positively to students’ perceptions and problems, students confessed to an improvement in engagement and motivation regarding their learning as noted by a Year 11 boy in Flutter et al, (2004: 10).

"Before, a lot of teachers just used to think I was useless and I would never try my best whereas now they like acknowledged that I am trying my best and that make it a lot easier to get on with work and motivate you to do things"
2.8.7.2 Enhance positive attitude to school and learning:
Research (Rudduck et al, 2007) shows that when schools’ authorities validate and implement students’ suggestions on teaching and learning in their schools, “students feel more positive about school” and they “develop more positive attitudes to learning” (p.140). Students feel a sense of respect and self-worth (Fielding et al, 2002) and identify with the educational goals of the school (Fletcher 2005). Student voice offers students, especially the poorly achieving ones the opportunity to discuss the aspects of classroom life they find difficult and request the type of support they need (Rudduck 2006). When these learning difficulties were attended to, students developed more willingness to learn, more interest in lessons and school attendance improved (Ruduck et al, 2007). Through the activities of student councils, student exclusion rate and bad behaviour have reduced in many schools (Davies 1999).
Consulting students helps them to make choices and decisions and develop their ability to work on things that are of interest to them (Rudduck 2007b). It enables them to take more responsibility for their learning and to take on more ownership of their schools (Hargreaves 2004). Goldman et al, (1998) argues that in schools where this culture of responsibility for one’s learning is initiated through student voice, poorly performing students can change positively because in such schools, the goal is “not to do something to students but for students to become productive workers and leaders” (p.7).

2.8.7.3 Enhanced relationship with staff and peers
Consulting students creates avenues through which teachers and students can engage in dialogue about school problems and on teaching and learning. This dialogue encourages community membership and democratic principles
in schools (Flutter 2006). This new relationship helps students develop a sense of belonging, ownership, inclusion, feel valued and trusted (Davies 1999, Fletcher 2005). This dialogue encourages openness, honesty, respect and a cooperative working atmosphere (Hargreaves 2004). Hargreaves (2004) argues that when students are free to question any aspect of schooling and their opinions are validated and implemented, they perceive themselves as having a stake in their schools. This working-together becomes the culture of the school and urges students to expose their weaknesses and anxieties. Teachers are equipped to interpret students’ talents and interests and teachers will also discover their own voice (Heshusius 1995; Lincoln 1995).

Students do not view all teachers the same but have identity profiles for each teacher (Davies 2005). Through this new relationship based on trust and respect between teachers and students, teachers act as facilitators of learning and not “information givers, and leaders, not bosses, in the classroom, risk-taking, change and transformation are the norm” (Goldman et al, 1998: 7).

The new relationship that develops through student voice, between students and teachers, is echoed in the work of Mitra (2008:75):

> Student forum members observed an increasing willingness to collaborate with students and to engage in dialogue and a deeper growth in teacher understanding and receptiveness...students began to feel a part of the school’s learning community. Through multiple interactions, students and teachers recognized that they had similar reactions to activities

### 2.8.7.4 Development of social and learning skills

Through engagement in active research and creation of a dialogue between students and school authorities, students develop the capacity to say what they do and don’t like about their schools, they develop speech making and
communication skills, leadership roles and imbibe the democratic skills needed to become engaged participants in society at large. Through student voice, students develop the ability to listen to one another and to respect different opinions and this “provides the basis for learning about, and in, democracy and citizenship” (Hargreaves 2004:10). Kohn (2006) argued that students will learn democratic ideals through the experience of choice and negotiations in schools. These democratic ideals enshrine discipline in the students so that the students do things because they know and feel that they are the right thing to do. Giving students a voice helps them to make their “own decisions, to grow into ethical and compassionate people” (Kohn 2006:83). Students that engaged in the improvement work in Whiteman high school in the US (Mitra 2008) maintained that they have developed new skills and abilities relating to how to recognise and solve problems in their school; how to speak publicly and speak to adults, organizational skills, respect for the opinions of others and leadership skills as observed by one student

I used to get in arguments with a lot of people before...now I tend to talk things out more before I get mad at somebody...it’s just a lot easier for me to have an actual conversation now than an argument (p.92)

Fletcher (2005) recorded some educational activities carried out by students in implementing student voice in their schools. These activities included students doing educational research, educational planning, classroom teaching and evaluation, being decision-makers and educational advocates. Through these activities students developed skills in planning meetings, research skills, teaching skills, evaluation skills and skills for the process of advocating for change in schools.
2.8.7.5 Teacher’s professional development

Research shows that students’ perspectives are a valuable source when studying teacher development (Davies 2005; Flutter et al, 2004). Fielding (2001) argued that student voice creates a context where teachers can learn from all participants in the school community in a manner he called “radical collegiality”: teachers learn with and from each other, from parents, from the school community and especially from students. He observed from his work at Sharnbrook school that “students see different issues and see issues differently” and that “teacher learning is both enabled and enhanced by dialogic encounters with their students” (p. 130). Teachers’ listening to students’ experiences have the potential to solve educational problems in the school (Cook-Sather 2002). Consulting students is a good method of finding out “what works” in the classroom (Flutter 2004). Fielding et al, (2003) observed that consulting students offered teachers opportunities to experience a different way of working with students and gain insights that help their own professional development (p. 19). A teacher’s comment in MacBeath et al, (2003) highlights how student voice helped with teacher’s professional development:

We’ve had some very clear pointers from students about how they like to learn and I think it’s given an encouragement to different ways of teaching. We’ve modified things or developed things further – and had the courage of our convictions (p.6)

2.9 Empirical studies

While there have been many studies on students perspectives on teaching, learning and schooling (Davies2005; McCallum et al 2000; Duffield et al 2000; Adey et al 2001; Wallace et al 2001; Darby 2005; Nicaise et al 2000; Storz
2008), educational change (Oerlemans et al 2005) and violence in the school (Stevick et al 2003), little is available on how students as a community are involved in handling problems in their particular schools. There is no research on how a school community has handled the problem of examination malpractice in their school. Thus, my intention is to present research on how education authorities and school communities in US and Europe have brought change to their schools through meaningful student participation and to draw from these sources in this study. Empirical studies presented here are based on the works of Mitra (2001, 2004, 2008); Pekrul et al (2007); Earl et al (2003); Highfield (1997); SooHoo (1993).


Whiteman high school benefited from the California initiative, the Bay Area School Reform Collaborative (BASRC) fund. BASRC schools were engaged in “enquiry based reform” and this is based on belief that students, teachers and school heads possess knowledge about their school contexts and can “examine their everyday realities to identify what needs to be fixed and how” (Mitra 2008:19). Whiteman school wanted to answer the question; ‘why are so many ninth graders struggling to pass their classes?’ To engage in school reform, Whiteman formed a student Forum for students to share their views on why some students are failing at Whiteman, to analyse their perspectives and those of their peers and to design solutions to any problems. Forum members included students of different ages, race, gender and potential drop-outs. Students received guidance from teachers. After analysis, students suggested six areas at Whiteman for reform: improve school reputation, classes based on similar ideas/material, better communication between staff
and students, better/higher quality of teaching; higher standards, better
counselling/more help planning for the future and orientation and preparation
for incoming freshman. Their findings were presented to teachers and at
regional conferences on school reform.

Based on these findings, the Forum aimed to improve school climate through
better communication between students and teachers and meet monthly to
improve on plans and evaluate progress. The Forum had two strategies:
“student-focused” (to help teachers understand students’ perspectives) and
“teacher focused” (students work with teachers in reform work like staff
training and research into reform).

Outcomes

- Students developed confidence because they were being heard and
  respected
- Teachers expressed the view that they valued students’ opinions
- Students identified themselves as change makers
- Built strong relationship with teachers
- Created greater connection with their school
- Developed skills to critique their environment, speak publicly, take
  leadership roles and to solve problems
- Students reported studying harder

The benefits accruing from student participation in school reform at Whiteman
indicated “the greater the problem in a school, the greater the need for
students to ‘make it real’ by naming the problems and helping to address
them” (Mitra 2008:95). Also, if the problems of a school are linked with
changing students’ outcomes, Mitra (2001:94) argued “it is important to value
the knowledge and experience of students by including them in the process of
change”.

The Manitoba School Improvement Program (MSIP) in the district of Manitoba, Canada set up a program of improving learning opportunities in schools based on the understanding of the “importance of student voice in creating meaningful change in high schools” (Pekrul 2007:711). The program focused especially on students at risk. MSIP works as “critical friend” to schools and provides support and fund to schools to aid “change and improvement”. Their modus operandi is to bring reform to schools in a process that was “bottom up and staff driven”. The MSIP believed that school reform can not only be “owned” by teachers but students must be included if it is to have the desired impact. MSIP identified students as a necessary force in achieving their objectives in five areas: students as learners (planning, data collection and change agents), student networking (equip students with skills needed for change), student advocates (engage students in policy development), student as researcher (students undertake action research and present findings) and student as advisors (review and recommend proposals for change).

Outcomes

- Students learnt practical ways of having a voice in their schools
- Students developed a sense of agency to engage in school development
- Students indicated teacher behaviours necessary for learning
- Students indicated teacher behaviours that get in the way of their learning
- Students suggested ways of re-inventing schools
- Students developed practical skills building on research methods
- Students’ work helped teachers understand their students’ opinions
- Schools increased students’ learning and increased the voice of students
Pekrul et al (2007) were quick to observe that to bring about school reform, it is “important to engage not only the articulate, successful students but also those whose voices are otherwise not heard” (p. 724).

2.9.3 Highfield Junior School- UK – Highfield (1997)

Highfield school has its problems: “fights and rows...some people broke things, they messed about in class and did not listen to the teachers” (p. 7). Authorities in the school believed that the only way to reform the school was by “working together” in order to change the ethos of the school. Some innovations were introduced including a behaviour management program, school council, peer mediation and circle time. Through these programs, the school gave pupils a say in how the school is run and offered them some responsibilities geared at school reform. Circle time became the platform for acquiring democratic skills, where pupils made decisions and create rules against fighting, abuse and classroom rules. They endeavoured to keep those rules as observed by a teacher:

I was surprised that when we gave the children the chance to make rules for their class, they wanted the same kinds of rules that the teachers wanted...instead of me having to try to force them to keep the rules...they wanted to keep, and to help each other to keep them. After all, they were their rules, not mine! (p.12)

Pupils started a school council with the help of their teachers to discuss issues of concern like bullying. The council met every two weeks and deliberated on problems raised by classes during their class circle time. Some problems were solved during class circle time. Class representatives to the council reported back to peers the deliberations of the council. Some financial problems were also solved by the council because they had their own budget.
Pupils had programs that helped them to deal with problems with peers; such as, ‘guardian angels’, ‘bully busters’, ‘house captains’, ‘mediation’. Pupils interviewed new teachers, and asked new teachers questions they had discussed during circle time and also expected answers they had discussed as well. They recorded their decisions. Though new teachers were interviewed by school authorities there is always a consensus on the choice of teachers: “children and adult interview panel have always chosen the same person” (p.40).

Outcomes

- Behaviour problems reduced
- Relationships in the school community became stronger
- Pupils developed democratic skills
- Pupils developed the ability to take responsibilities
- Pupils developed a sense of agency to help in school reform

2.9.4 Lincoln Middle School - USA -SooHoo 1993

SooHoo worked with 12 Middle school students as co-researchers in assessing their learning experiences and learning conditions in Lincoln Middle School. She wanted to explore their experiences to answer the question “what are the obstacles to learning?” She used methods of shadowing students, observations, journals, photographs, drawings and individual interviews to gather her data. Students were given notebooks to document classroom activities and recorded their experiences. Students had cameras to photograph meaningful learning experiences. Students who could not express their feelings or thoughts were given the opportunity to use drawings to express their experiences of the learning process. Teachers, administrators
and other students were also interviewed. Data collected was triangulated with those of other co-researchers.

During co-researchers meetings, students articulated issues raised by the classroom activities they experienced. SooHoo found this focus group interview more illuminating than individual interviews or personal reflection time and students “came to understand that these meetings were not adult-directed but rather could be shaped by them” (p.388). Students developed a feeling of agency, “a conviction about alternatives and notions of reform, which prompted the notion of an action plan” (p.389) to tackle the problems identified in the school. Thus, students turned the research into action research aimed at improving their school. The principal’s permission was received and co-researchers had meetings with him and four other core teachers. Students identified violations in their learning environment in three areas: learning, care and connection, and valuing one’s self. Classrooms were disruptive, there was discrimination based on status and teachers cared less about students. Students had no voice on curriculum, pedagogy, assessment or governing rules. SooHoo observed that these barriers were different from those identified by policy makers.

**Outcomes**

- Students developed research skills
- Students developed democratic and speech delivery skills
- Students became “active in their learning”
- Students became “authentic sources” of classroom experience
- Students became agents of change
- School formed a discipline committee
- Students developed a voice in the school
- Initiation of a professional development day where school community engaged in reform
These case studies show that students are aware of their school problems, are experienced on how to discover the underlining determinants and their solutions. As agents of change in their schools, they have engaged in enhancing teaching and learning, relationships/care, decreased deviant behaviour, created democratic climate, were willing to accept and execute responsibilities, aided teacher professional development and became connected with their schools. These case studies also show that credible school change must take cognisance of students’ views and participation. Their participation in schooling improved their thinking, developmental, learning, research, democratic and planning skills. They are indispensible to school authorities thinking of educational change in schools.

2.10 Summary of research reviewed
Research on examination malpractice has focused on the prevalence, personal and contextual determinants and on the prevention of examination malpractice. Research shows that examination malpractice is seen in many secondary schools and that it has no geographical boundaries. Personal characteristics of individual students like age, morality and psychological characteristics like interest, ability and goals orientation determine students’ likelihood of engaging in examination malpractice. Further, school contexts like poor teacher-student relationship, teacher behaviour in instances of examination malpractice, students’ perception of examination malpractice in the school and student alienation from the school determine examination malpractice. Research suggests that schools can prevent examination malpractice either through improving students’ personal characteristics or improving the contextual factors that determine examination malpractice.
malpractice. No study has brought the two approaches together through a school program. That is, no study has suggested how secondary schools can effectively handle both personal and situational determinants of examination malpractice through school community effort, where views of students and teachers on schooling are sought and valued.

Research shows that solutions to school problems are better handled inside-out. Student voice maintains that school improvement begins when students are invited to voice their views on schooling: teaching and learning, motivation, policies, management, relationships and problems. Schools improve more on their deficiencies by inviting student perspectives and through student participation in schooling, because, students have expert experiences of what happens in their schools. Arguments for student voice on schooling range from students rights to participate in matters that affect them (UNCRC 1989) and students as expert witnesses in their learning. Examination malpractice is a matter that concerns students; it is their right to participate in preventing it and they have experiences that are valuable. Student voice is also perceived as having many benefits including: enhancing teaching and learning, commitment to school, relationships in the school, solution to school problems and equipping students with moral, academic, social and democratic skills. However, despite the immense value attached to student voice, it remains to be used in solving school problem of examination malpractice.

2.11 Implications for the study
Research shows that examination malpractice can be prevented by either focusing on the students’ characteristics that were thought to predict
examination malpractice, or preventing examination malpractice at institutional level. There arises the need for more research on preventing examination malpractice in secondary schools since neither of the two methods has been deemed efficient. This study aims to address this gap. The literature review supports the rationale of this present study on preventing examination malpractice through a school community program aimed at addressing both personal and institutional determinants of examination malpractice. The review of literature on student voice indicates that schools can improve on their problems with student participation but it remains unknown for the moment, if schools can prevent examination malpractice through student participation in schooling, especially in Nigeria. When students participate in preventing examination malpractice in their schools, the view of Eisenberg (2004) that the task of schools should be to “create an environment where academic dishonesty is socially unacceptable” (p.176) will be realised.
CHAPTER 3

RESEARCH METHODOLOGY

3. Introduction
The purpose of this study is to explore the perspectives of students and teachers in three schools within a geographical area in Nigeria on preventing examination malpractice through students’ participation in the process and in schooling. While literature on examination malpractice and student voice covers many aspects of examination malpractice and student voice, there is no study into preventing examination malpractice through student voice in secondary schools. Therefore, this study is geared towards addressing this unexamined area.

In this chapter, I shall outline the primary research questions of the study and the rationale for adopting a pragmatic paradigm as the study methodology. This will be followed by the rationale for using case study and mixed methods (qualitative and quantitative methods) as the study design for gathering data. This chapter will also show how the pilot study was carried out and the effects of the pilot study on the main study. How I carried out the main study is explained. Included in the chapter is how research locations, research participants, and informed consent were sought. Ethical considerations when collecting data and how the data was analysed are also contained in this chapter. The chapter closes with an explanation of the implementation of credibility, transferability, dependability, confirmability during the study.
3.1 Research Questions
Questions were primarily designed to explore the perspectives of students, teachers and principals on preventing examination malpractice in Nigeria through student participation and by consulting students on schooling. The nature of the questions and focus of the study involve collecting qualitative and quantitative data. Seven major questions were used to address the research topic. The questions include:

1. What are students and teachers understanding of examination malpractice and levels of prevalence in their schools?
2. What are the attitudes of students and teachers towards examination malpractice?
3. What factors determine examination malpractice in these schools?
4. What is the level of understanding of students and teachers on consultation with students about schooling?
5. What are the perspectives of students and teachers on consultation with students about examination malpractice?
6. What is the level of understanding of students and teachers with regards to preventing examination malpractice prior to and after consultation.
7. What is the ethos of schools on examination malpractice prior to and after consultation?

3.2 The research methodology
Researchers make philosophical assumptions about how the physical world works when undertaking research (Hayes 2000). My assumptions and views have influenced the design and process of this research (Creswell 2007). Thus, the first part of this research methodology explains the philosophical standpoint (pragmatic paradigm) that informed the research design.

3.2.1 Pragmatic paradigm and its purpose
Pragmatism is a working point of view or a perspective that reality exists in external world as well as in the mind (Creswell 2007, Badley 2003).
Pragmatism maintains that truth can be discovered through interpretations and meanings individuals give to their contexts (idiographic). Individuals construct realities. Data on interpretations and meanings individuals give to their contexts is collected through the qualitative method. Pragmatism also upholds that truth can be discovered “independently of culture and the social context” of individual and that such knowledge can be value-free (nomothetic). Data on such value-free study is collected through the quantitative method.

*Figure 2: Pragmatic approach*

Pragmatic paradigm is philosophically and methodologically the middle position between idiographic (constructivism) and nomothetic (positivism) research paradigms (Figure 2 above). Thus, it adapts the tenets of both but not confined to any of the paradigms as shown below. Pragmatic paradigm maintains that researchers could understand the phenomenon of study better by using both objectivist and subjectivist methods. Idiographic research aims
to explore the ‘uniqueness’ of the case. It is often used in studying only one or a few cases and the researcher aims for depth of study (Hayes 2000). My study adopted the idiographic approach but is not limited by it. My respondents have their own subjective points of view (Rocco et al, 2003) on examination and student voice because reality is ‘consciously and actively created’ (Hayes 2000).

Students may experience malpractice in similar ways but not necessarily have the same experience (Bassey 1999). These respondents interpret and try to make sense of their experiences. The study of these experiences must include the views, meanings and interpretations of these respondents in their natural setting (Mason 2002, Cohen et al, 2000, Hayes 2000, Hitchcock et al, 1989, Lincoln et al, 1985).

My respondents have feelings and a consciousness of their experiences of examination malpractice and student voice. Often they reflect on situations in school and act on their reflection (Hitchcock et al, 1989). Students and teachers develop subjective definitions on examination malpractice and student voice from their experiences in their schools. They develop subjective meanings on their experiences through their interaction with others and through the norms operating in their schools (Creswell 2007, Lincoln et al, 2000). From interactions between the students and their teachers and between students and their environment, students and teachers have developed some experiences, some realities (truths) they can share with me. Thus, I can discover some truths about examination malpractice and student voice from the students and teachers by studying their perspectives (Creswell 2007).
My purpose is therefore, to grasp the views of these respondents on examination malpractice and student voice in their situations (Creswell 2007) through mixed methods (Johnson et al, 2004). I am determined to discover objective views of my respondents on examination malpractice and student voice by standing apart from them while using a questionnaire and also discover their subjective views by interacting with them through interviews (Tashakkori et al, 1998).

Idiographic researchers do not doubt the possibility of identifying ‘general principles’ but they maintain that such principles are arrived at through understanding one or a few cases that will lead to general understanding of similar cases (Hayes 2000). Idiographic researchers argue inductively by first collecting data through methods like interviews, observations and documents and engage in interpreting the data. I am not limited by the idiographic/interpretative view that only qualitative and inductive logic must be used to discover truth because I aim to see how some aspects of my study can be situated in previous studies through use of the quantitative method (nomothetic paradigm).

Nomothetic research is aimed at identifying ‘general laws’ about the case in order to predict future behaviour. What counts as knowledge is what can be observed and measured. It is statistical in its approach and studies group differences rather than individual characteristics, distinctiveness and uniqueness. The research often tends towards a cause-and-effect (Hayes 2000). I share in the nomothetic view that external reality exists but I am not confined to the belief that there is only one reality and that this reality must be objective. To make sense of this truth, only quantitative methods and
deductive logic can be used (Surridge 2007). The researcher must be emotionally ‘detached and uninvolved’ with the phenomenon and this knowledge should be value-free (Johnson et al, 2004, Hayes 2000).

Pragmatism advocates for the practical value of research. Pragmatism sees the outcome of research as possibilities for action (Badley 2003). A pragmatic researcher adopts any research design that works to achieve the practical value of research (Creswell 2007, Tashakkori et al, 1998). I see my study as a work that will improve the process of preventing examination malpractice in Nigeria. I have also adopted the pragmatic paradigm because it will answer my research question, and it is in line with the focus and purpose of this research. This belief not only influences how I conduct the research but also how I interpret the research (Tashakkori et al, 1998). My conviction of the need to adopt a pragmatic paradigm means that I am free to use any methodological approach to answer the research question (Tashakkori et al, 1998). My approach to this study is one that is of interest and value to me, to study in ways that can help me to achieve the research purpose and use the outcome of this study to bring some positive consequences by preventing examination malpractice in secondary schools (Tashakkori et al, 1998).

Arguably, a pragmatic paradigm is fit for this study because it offers me the opportunity to use some aspects of idiographic and nomothetic paradigms in the study whilst minimizing the weaknesses of both (Johnson et al, 2004). By using pragmatic approach in this study, I aim to provide multiple perspectives on preventing examination malpractice through student voice by collecting quantitative and qualitative data. Research aligns the pragmatic paradigm with mixed methods (Creswell et al, 2007, Creswell 2007, Johnson et al,
Thus, I adopted qualitative and quantitative (mixed methods) methods in collecting and analyzing data in order to answer the research question (Armitage 2007, Tashakkori et al, 1998).

### 3.2.2 Pragmatic method: Mixed Methods
Researchers adopt mixed methods in research where the study includes elements of quantitative and qualitative techniques, methods and approaches (Johnson et al, 2004). Mixed methods of qualitative and quantitative will be applied at all stages in my study. By adopting mixed methods, I am more likely to have a good understanding, provide a fuller description of views of my respondents on the topic and enabled to corroborate my findings.

Therefore, by using mixed methods in this research, I shall study students and teachers perceptions of examination malpractice and student voice in their natural setting through questionnaires, interviews, observations and documents. From materials obtained in interviews (recordings and field notes) I can interpret the topic in terms of the meaning my respondents bring to them. Mixed methods will enable me to check for similarities between some aspects of my work and previous research for surveying larger numbers of students and teachers. By using the quantitative method, some aspects of my research data (questionnaires) can be relatively independent of the researcher (Drew et al, 1996).

This work therefore, displays the key characteristics of mixed methods as outlined in Johnson et al, (2004), Green et al, (1989), Rocco et al, (2003), Eisner (1998): (i) mixing of methods can occur at any stage in my study: from
the purpose statement, research questions, data collection, data analysis to interpretations of data (ii) data collected qualitatively and quantitatively is triangulated in order to increase validity. Also, data from each method is used to inform the other method (iii) words and narrative from my respondents were used to add meaning to quantitative data (iv) by using mixed methods in the study, the weaknesses of purely qualitative or purely quantitative methods were overcome to some extent and (v) by using both quantitative and qualitative methods, this study can inform theory and practice.

I have adapted *qualitative dominant* mixed methods in the study because, though the study is aimed at perspectives of respondents, it is important to include quantitative data in the approach in order to gain detailed understanding of my respondents (Armitage 2007, Johnson *et al.*, 2007). Though some researchers and methodologists favour a particular method (Johnson *et al.*, 2007) recent research shows that idiographic researchers like Guba *et al.*, (2005) appreciate mixed methods in research. This is made clear in their answer to their question: “is it possible to blend elements of one paradigm into another, so that one is engaging in research that represents the best of both worldviews? The answer, from our perspective, has to be a cautious yes” (Guba *et al.*, 2005: 201). The advantage of adopting mixed methods in my study becomes clearer: to have robust data and an informative research outcome.

Arguably, I have my subjective view about examination malpractice and students’ voice because reality is socially constructed. I also acknowledge that my respondents have their own perspectives and interpretations of the topic which could be different from mine as there are multiple realities.
(Surridge 2007, Cohen et al., 2000, Lincoln et al., 2000). As a researcher, my duty is to acknowledge my bias and the interpretations I bring to the study. My interpretations and perceptions could be seen to influence my research design and findings because the study involved descriptive, explanatory and contextual interpretations by the researcher (Surridge 2007).

Figure 3: Overview of methodology
Research Design:

3.3 Case Study

My choice of a case study is informed by my pragmatic approach to this study, by the nature of the research questions and by the focus of the study. I reasoned that a case study approach is suitable for this research because the research questions are to grasp the perspectives of research participants in their respective schools. These research participants are students, teachers and principals. I do not have control over the behaviour of my respondents (Yin 2003).

This study was carried out in a particular geographical location of Nigeria and only three schools within this location were studied. The study was in-depth (Denscombe 2003) to examine perspectives of students, teachers and principals. Thus, this study involves the study of particularity and the complexity of a case (students and teachers in a school) in the real-life context of the school (Yin 2003, Cohen et al, 2000, Merriam 1988, Stake 1995). By using a case study, I aim to explore and explain in-depth students’ and teachers’ interpretations and perspectives in consulting students on examination malpractice and on schooling (Yin 2003). A case study method is suited for this, because it is geared towards an in-depth study of a case. Also, multiple sources of data and multiple methods of data collection were applied (Denscombe 2003).

The survey method alone is not suited for this study because it would involve collection of data from a large population of students and teachers and would then most likely deprive me of the possibility for in-depth study in those schools. An experimental method in which variables, events or circumstances
are purposely manipulated “in order to make something happen” (Hayes 2000:37) does not suit this study that aims at in-depth study of perspectives of respondents on the research topic. I rather opted to study the three schools in-depth in their natural context using a case study design (Denscombe 2003).

Case study design is most suited for this study because it focuses on one or more instances rather than on the wide spectrum. The study of students and teachers perspectives was carried out in schools within a single geographical area and therefore was context-bound. In this study, “a case” becomes the study of students and teachers/principal in a particular school. Yin (2003) argues that research that asks “how” and “why” questions as is seen in this study are best answered with case study.

3.3.1 Type of Case study design
The type of case study employed in this study was informed by the type of data that would help to answer the research question. Multiple-case study design was adopted in the study. The data I used to answer the research question was collected from three schools. I preferred multiple-case design to single-case design (following Yin 2003) because evidence from multiple-case design is more compelling and the study is more robust.

Yin (2003) encourages researchers to apply multiple-case study design because “multiple-case designs may be preferred over single-case designs...single-case designs are vulnerable...the analytic benefits from having two (or more) cases may be substantial” (Yin 2003:53). The three schools involved in this study differ in some respects.
Figure 4: The research design plan

RESEARCH QUESTIONS

1. Perspectives of students and teachers on exam malpractice?
2. Factors that determine cheating
3. Attitude of students and teachers towards exam malpractice
4. How can schools prevent exam malpractice?
5. Perspectives of respondents on consulting on schooling
6. Perspectives of respondents on consulting on exam malpractice
7. Ethos of schools on exam malpractice

RESEARCH DESIGN
Case study: mixed methods, multiple cases

DATA COLLECTION

Questionnaire: Students and Teachers
Interview: Students, teachers and principals
Observation: Students
Documents: Schools and offices

DATA ANALYSIS

St. Monica
St. Albert
St. Alphonsus

RESEARCH FINDINGS
Where data from these varied circumstances gives the same conclusion, this would add some amount of generalisation to the conclusion as compared to a single-case design.

This study has also adopted the instrumental case study (Stake 1995) as opposed to the intrinsic case study. Instrumental case study is geared towards a general understanding of preventing examination malpractice by involving and consulting students on schooling while intrinsic case study aims at only understanding teachers and students in those three schools.

3.4. The Pilot study
The pre-testing of the research questions and the interview process was crucial for the success of the main research (Cohen et al, 2000, Anderson 1998). I pre-tested the qualitative method of collecting data on 2 students, 1 teacher and a focus group of seven students. The pilot study was carried out in St. Francis Secondary School. I pre-tested the questionnaire for the actual study on a class of 15 students. Students and teachers in this pilot study were all from the same school.

I decided to pre-test the questionnaire and the interview on different respondents from the actual ones selected to engage in the main study for two reasons: firstly, I wanted to get my research materials (questionnaire and interview questions) ready before reaching a final agreement with the main research respondents and their schools. Questionnaires were likely to be given to the principals of schools that are to engage in the main study in advance in order for them to familiarise themselves with them. Secondly, it
would be more appropriate for me to engage with fresh students in the actual study. This is because, engaging those who have carried out the pilot study in the main study could be interpreted as making too many demands on them; excluding them from the main study before their peers may not be an advantage for my study.

3.4.1 Aims of the pilot study
There were 4 reasons why I deemed the pilot study necessary for this research

• To test the procedures and techniques of the main study in order to guarantee greater success of the actual study (Anderson 1998).

• To test the questionnaires and interview questions for clarity, layout and determine them to be fit for purpose (Cohen et al., 2000).

• The feedback from the pilot study would help me to reconsider the design, validity and viability of the main study (Anderson 1998).

• To check the time taken to conduct interviews and administer questionnaires.

3.4.2 Data collection and analysis
The data for the pilot study comprised of the completed questionnaires of 15 students and interviews with 2 students, a teacher and one focus group.

(a) The questionnaire
The questionnaire was administered to St. Francis Secondary School. This school is about 60 kilometres from any of the schools that participated in the main research. After the permission of the principal and the consent of 15 students had been received, a time and a venue within the school were arranged. The questionnaire prepared for the main study was used (see Appendix).
I informed my respondents of the purpose of the questionnaire; my desire to know the difficulties they would experience on the questionnaire. I suggested my respondents direct all their questions on the questionnaire to me and encouraged them to call for my attention if they were not clear about any question. This would give me the opportunity to be fully cognisant of their difficulties.

I was alert to grasp and note the questions respondents asked while answering the questionnaire. I was checking for physical signs that could imply some difficulty in understanding the questions. I noted the time it took the last student to complete the questionnaire - 45 minutes. Furthermore, when they had finished answering the questionnaire and returned their copies to me, they went back to their seats for a 10 minute discussion with me. This centred on their experiences of the questionnaire: if they found it difficult to answer and if there were words they did not understand.

(b) Interview

The two students selected for the interview were chosen from the same school as those that answered the questionnaire. These two students were not among the 15 students that answered the questionnaire. I reasoned that by having the two interviews on different days, I would have the opportunity to go through the first interview data before engaging with the second. This would help me to effect some changes in the interview process if there was cause to do so. I gave the interviewees a vignette (see appendix) of my research topic which contained a discussion between three students on (i) teaching and learning (ii) examination malpractice (iii) consulting students in
the school and (iv) students’ participation in preventing examination malpractice. I intended to use the same vignette in the main study and to serve as a prompt. The vignette was given to the interviewees a day before the interview. The interview was one-to-one with each of the interviewees. I used a semi-structured interview format. This gave me the opportunity to use open-ended questions to elicit the perceptions and experiences of students on the above four areas of research. Each interview lasted for about 1 hour. Both interviews were tape-recorded with the permission of the interviewees. I was also taking notes during the interview.

3.4.3 Focus group
The focus group was composed of seven students from the same school. I reasoned that by having the interview on the same day as the questionnaire, it would minimise my constant presence in the school so that students and teachers would not feel disturbed. Also, having the focus group interview before the teachers’ interview gave me more time to go through the data before embarking on the teachers’ interview. I explored the experiences, attitudes, perceptions, feelings and ideas of the interviewee (Denscombe 2003) on: teaching and learning in their schools, examination malpractice, consulting students in the school and student participation in preventing examination malpractice. I also adopted the method of using the interview vignette as a prompt. The research vignette was given to interviewees a day before the interview. I found it very helpful because it motivated interviewees to take different points of view, thereby giving me the opportunity to explore a variety of opinions.
The focus group interview lasted for 1 hour 30 minutes. The interview was tape-recorded with the permission of the interviewees. I also took a few field notes. I use the word “few” because I observed that two of my interviewees were watching me writing and would stop to speak for me to finish writing. It seemed my writing was affecting the flow of their thoughts and expressions. At this point, I took the decision to stop writing and to rely on the tape and what I would note immediately after the focus group interview. Also, I reasoned that one of the purposes of a pilot study was to observe these emerging problems and experiences and plan how to prevent them in the main study.

3.4.4 Teacher interview
Teachers are to be involved in the main study in answering questionnaires and interviews. I decided to pilot only one teacher interview. Since the majority of the questions in the teachers’ questionnaire were in the students’ questionnaire, I deemed it reasonable to pilot only one.

The teacher was a Maths teacher from St. Francis School. Unlike the students, no vignette was given to the teacher but a semi-structured interview was also used. The interview consisted of four parts: The first part dealt with her experiences of teaching and of student learning in the school. The second part focused on her experiences and perceptions of examination malpractice in the school. The third part concentrated on her views of the ‘why’ and ‘how’ of consulting in the school. The fourth part dealt with her ‘opinion’ (Yin 2003) regarding preventing examination malpractice by consulting and involving students.
The interview lasted for 55 minutes. I was taking notes during the interview. The teacher also permitted me to tape-record the interview. Taking notes and tape-recording interviews in the pilot study helped me to contextualise each interview. After piloting the questions and organising the pilot interview, I analysed the data.

### 3.4.5 Data analysis

My data was gathered from questionnaires (quantitative data) and interviews (qualitative data). My main concern with the questionnaire was to go through the questions to see how they were answered. I checked for irregularities in the answers and the possible reasons for them. To analyse the questionnaire, I first entered the questions into a computer SPSS. This helped me to check for frequencies and gender differences. To analyse the interviews, I first transcribed the data. The transcription was carried out by
playing the tape-recorded interview and writing down the words. I interpreted where punctuation should be in order to reflect the interviewee’s thought.

The qualitative aspect of the data was analysed interpretatively. By reading the data many times, I became familiar with it and started coding segments of the data with labels (Charmaz 2006). I used open coding because each label describes the segment. These coded segments were collated into categories and each category represents a theme emerging from the data (Corbin et al, 2008). This process of transcribing the data, coding and categorising the data was applied to all the interviews. I made use of the notes I took in the fieldwork during the analysis and these notes helped me to contextualise the interview.

3.4.6 The effect of the pilot study on the main research study
The pilot study was instrumental in determining some of the changes made to the questionnaire before the main study. The pilot study also gave me some guarantee of the general view of the respondents to the questions. Some words in the questionnaire were changed. For example, on the pilot questionnaire, the question: examination ethics mean. Questions asked by respondents during the pilot study made me change the question to examination rules mean. From the questions students asked, I realised that ethics was not properly understood by respondents. Also some demands about how to answer some questions were highlighted. For example, where respondents were to choose one answer among similar options, I highlighted “tick one” to “tick one”. This made it possible for respondents to see what to do immediately.
One-to-one interviews with the interviewees influenced my decision to use only focus groups in the main study. During one-to-one interviews, respondents were not very eager to speak on the topic of examination malpractice. Two of the interviewees told me that they have not observed peers cheat because they concentrated on their papers during examinations. They also said that they have not engaged in examination malpractice. I interpreted their attitude of looking side-ways while speaking a lack of self-confidence to share their views. Though I encouraged them to speak, my encouragement was not very successful. I reasoned that there was no way of choosing students who have engaged in examination malpractice or who have observed peers engage in examination malpractice in the main study without a breach of research ethics. Also, during these interviews, I observed that students were not familiar with the word *consulting* when used to designate discussions they normally hold with their form teachers. They were familiar with such words as discuss, share views and share ideas. I decided it was better to use those words they were familiar with in the main study.

Unlike the one-to-one interview, the focus group interview was exciting, dialogical and rich in data. Students argued their views on the topics and some were bold enough to say in front of their peers that they have engaged in examination malpractice and why. I realised the need for interviewing students in groups in the main study for three reasons. The relaxed atmosphere, the enthusiasm and eagerness to speak among my respondents in the focus group interview were compelling. Secondly, my respondents were eager to support or reject their peer’s views with reasoning. This gave me the opportunity to explore rich data from different perspectives. Thirdly, I felt a
sense of ‘this is our opportunity to correct the situation’ among the respondents by interpreting the boldness of their speech. Also, it was easier for me to cover the research questions as intended without compromising the data.

Nevertheless, I could not hear one of my respondents very well when transcribing the interview because he drew his seat outside the circle sitting arrangement. I decided that in the main study, I should suggest to my respondents from the beginning to maintain the circular sitting plan and explain why. Again, on a few occasions, interviewees were arguing amongst themselves so it was impossible to transcribe their views. I decided that in the main study, I would allow respondents to discuss issues.

The pilot interview with a maths teacher was also illuminating. I had this interview at 11am. Though the questions were fully understood and answered, I realised that during the interview, the teacher was in a hurry. Her colleague, another maths teacher was absent from school and she was to cover some of her lessons as well. She did not want to disappoint me by rescheduling the interview, which I would have accepted. From my observations in the school, teachers were busy in the morning periods but some of them had free periods in the afternoon. Unforeseen circumstances, like absence of a teacher or delegations from the principals were usually more noticeable in the morning periods. Also, teachers feel more relaxed after they have carried out some of their daily duties during the morning periods and some of them left the school during lunch time. I decided that I would interview teachers in my main study after lunch time.
3.5 The main study

3.5.1 Research Setting
The study was carried out in three secondary schools in eastern Nigeria. The language for teaching in all schools and universities in Nigeria is English. Students in secondary schools are therefore expected to express themselves in English fluently. Students from this part of the country also share one tribal language. As noted above (1.1), ownership and management of secondary education in Nigeria is on three levels: federal government level, state government level and private proprietors. Also, secondary schools in the country are organised into two levels: junior and senior secondary schools.

The selection of schools for this research reflected the three levels of ownership of schools and two stages of organisation of schools as mentioned above. The reasons for this type of selection will be explained in this chapter (3.5.2). Thus, of the three schools involved in the research, St Monica secondary school is owned and managed by the federal government, St. Albert secondary school is owned and managed by the state and St. Alphonsus secondary school is owned and managed by a private proprietor. I have given these schools pseudonyms so as to preserve their identities. In the state education authority where this research was carried out, of the three internal examinations taken by students in one academic year, the state education authority, the local government education authority and the particular school set one examination each. Though these schools are managed differently, they take the same external examinations. These schools have their individual characteristics (3.5.3 - 3.5.5).
Finding schools and choosing research participants

3.5.2 Finding schools
Informed by the qualitative and quantitative nature (mixed methods) of this research, I used a purposive sampling procedure in selecting schools. By using a purposive sampling procedure, I aimed to select schools that could share ideas about my topic (Teddlie et al, 2007). This method of selecting schools was suited for this study, because, I was able to select schools that could give me in-depth data on my research topic through the eyes of my respondents (Merriam 1998).

Though examination malpractice is to some extent a common phenomenon in secondary education in Nigeria (Onyechere 2007), consulting on schooling and involving students in preventing examination malpractice is not common in secondary schools. Thus, not all secondary schools are engaged in formal consultation with students. I speculated that getting schools practicing some form of consulting with students, where they are involved in preventing examination malpractice would be helpful to the study (Teddlie et al, 2007). I reasoned that the secondary schools which are involved in the study represent the three categories of secondary schools in Nigeria (probability sampling): federal government colleges, state secondary schools and private secondary schools.

Furthermore, my choice of schools was also affected by the social view of Nigerians that some schools are for students from either middle class backgrounds (federal schools and some private schools) or working class backgrounds (state schools). Some schools in the cities are believed to
perform better (academically) than the ones in the villages. Thus, I considered three things in making the choice of schools:

(i) involving three categories of secondary schools in the study: federal, state and private schools
(ii) involving schools where elements of consulting students exist
(iii) involving schools in the cities and in the village

In order to make my choice of schools that shared these elements, I went to the state education commission for information. This commission could not give me official information on schools that were involved in any form of consulting and/or involve students in preventing examination malpractice. Rather, I got the names of schools and their locations within the region. I sought information from the Exam ethics project office in the state on schools which had an established examination ethics clubs but I received only oral information. The Examination ethics project is in the forefront of the fight against examination malpractice in Nigeria and liaises with the federal ministry of education. I was asked to go to secondary schools to make inquiries. I consulted five principals. I knew these principals before I travelled to England for my studies. By using the snowball sampling strategy (Patton 2002, Miles et al, 1994), I obtained a list of school principals I could approach for negotiations. I also obtained the telephone numbers of some principals.
I decided to visit three secondary schools for negotiations about access to respondents: St. Monica secondary school, St. Albert secondary school and St. Alphonsus secondary school. These schools have some notable individual characteristics as described below:

**3.5.3 St. Monica Secondary School**
St. Monica secondary school is a girls’ school owned and managed by the federal government. It is located on the outskirts of a city close to a big market. Students’ entry to this school is not determined by catchment area. Applicants usually take a common entrance examination organised at national level. Thus, students are usually drawn from all parts of the country on bases of merit.

Federal government schools are generally perceived to be schools for children from middle class families. Hence, admissions into them are highly competitive. Also, teaching appointments in such schools are competitively sought because teachers in this type of school are paid higher wages than their counterparts in state owned secondary schools. From the documents I collected from the Ministry of Education, this school has a student population above 1000 and over 22 teachers. I have not given the exact population of
students so that the college is not easily identified because there are only few such colleges within this eastern part of the country.

The school has many modern classrooms and a good library building but few books. They have the provision of basic amenities like water, playgrounds and security but they experience shortages in their supply of electricity like any other school in the area. I experienced a quiet environment on entering the school and teachers were welcoming. Many students and few teachers live inside the school. The principal does not live in the school. The school gives practical punishments to students and I observed that some students were cutting the grass because they had disobeyed school rules. The school has performed well in sporting activities in the past as seen from trophies on principal’s office. Academically, some students obtain good results in external examinations. The school does not have enough counsellors to take care of students’ behavioural problems. This school has a planned program of consulting students every Thursday during moral instruction. This activity is organized by some teachers in the school. These teachers are allotted classes in the school and they are known as form teachers. These teachers are expected to know and help students with their social and academic problems. Also, the school has a student parliament made up of students but overseen by a teacher. The function of the parliament is to enhance student welfare.

3.5.4 St. Albert Secondary School
St. Albert secondary school was built by the town but handed over to the state government. The school is not located close to any city but enjoys a village setting. Admission into the school is usually through a common entrance
examination organised at the state level. Students in the school are normally
taken from the town in which it is situated as all neighbouring towns have their
own schools. It is a mixed sex school. Most students are from working class
families. The school has many dilapidated buildings and the sight of the
school gives the impression that it has been overlooked by the state
government. From the document obtained from the Ministry of Education, the
student population is 410. The school lacks teaching staff, it has only 12
teachers. In 2006, the school was penalised by the external examination
board for not producing 25 candidates for the senior secondary school
external examination. Also, computers donated to the school by the
government and charity organisations were not in use because of lack of
security, lack of IT teachers and lack of electricity to operate them. The school
has no fence, no security checks before one enters the school and students
can easily leave the school at will. Students and teachers do not live in the
school because their hostels were also dilapidated and there is no security.
The principal makes the sacrifice of living in the school despite the poor
condition of his apartment.

I perceived an atmosphere of unengaged students. On my first visit to the
school, some students were outside chatting and playing on their mobile
phones, some were in their classrooms and some were cutting grass. Though
this school is in a poor condition, it is highly cherished by the town because it
is their only school and hope for education of their children. This school has a
program of consulting students every Thursday during moral instruction by
their form teachers. A form teacher is allotted a class and students are
expected to approach their class form teacher for solutions to their problems.
3.5.5 St. Alphonsus secondary School
St. Alphonsus secondary school is a private secondary school. It is a single sex (male) secondary school. The school is located in one of the developing towns. As the location of this school is about 20 kilometres to the city, many civil servants and traders live in the town. Thus, students in this school are a mix of both working class parents and middle class parents. The school has a population of 496 students. It has 12 teachers. Admission of students to this school is through a private entrance examination and students usually pay for this examination. The admission process is competitive. Two reasons might account for this competition for admissions: the school has boarding facilities for students and parents want security and good training for their children; secondly, students perform relatively well in their external examinations.

The principal appeared to be feared but not respected by students: on my first visit to the school, he had four canes in his hands and a group of students started running at the mere sight of him. The school lacks space for physical exercise compared to other schools. There is evidence of new buildings under construction but the environment is noisy because academic blocks are close to each other. I could hear teachers from their classrooms. Form teachers visit their groups when there is a problem between students and the school authorities wanted to know students’ opinion.

3.6 Sampling: Probability and purposive Sampling
Probability sampling in this study (following Tashakkori et al, 2003a) means that I have selected a reasonable number of students from each school in a random manner so that every student has the opportunity to participate in the research. I have adopted probability sampling not only because it is
quantitatively oriented but also because of the greater breadth of information it offered me. Purposive sampling in this study means that I have selected individuals and schools who can provide me with information on my research topic. I have adopted a purposive sampling technique in this study because the technique is qualitatively oriented. Individuals and schools involved in this study are within the education system and have the visible practice of consulting students (Teddlie et al, 2007). Sampling on the qualitative and quantitative methods is detailed below:

**3.6.1 Sampling: interview**

I am aware that my respondents construct realities and that these respondents cannot be separated from these realities because they are the source through which these realities can be known (Johnson et al, 2007, Lincoln et al, 1985). To understand the realities constructed by my respondents I studied their natural setting because, “context is crucial in deciding whether or not a finding may have meaning in some other context as well” (Lincoln et al, 1985:39). Using interviews to collect data gave me three advantages: it was useful for studying the three schools I have chosen in-depth, it helped me to conduct cross-case comparison in the analysis of data and, I was able to see how my respondents interpret their realities. I studied seven focus groups from the three schools. Three focus groups were from St. Monica, two focus groups were from Sts. Albert and Alphonsus respectively. I also interviewed two teachers and a principal from each of the three secondary schools. Arguably, I am better placed to see similarities and divergences in opinions between my respondents. How I selected my
research sites and respondents as explained in (3.8) and how I negotiated for access is explained in (3.8.3).

3.6.2 Sampling: Questionnaire
I am constantly aware of my study topic and the focus of my research. This awareness influenced my decision to use a questionnaire as a source of data. Using a questionnaire in the study gave me three advantages. First, it helped me to generate some representative samples of my student respondents. Secondly, using questionnaires was instrumental in getting a breadth of information about the research questions. Thirdly, through the use of questionnaires, I was able to generate numeric data. I collected questionnaire data from three secondary schools. A total number of 201 students answered the questionnaire.

Table 3: Population of students and teachers from each school that answered the questionnaire

<table>
<thead>
<tr>
<th>Schools</th>
<th>JSS 27a</th>
<th>JSS 3</th>
<th>SSS 27b</th>
<th>SSS 3</th>
<th>Principals/ Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Monica (N. 70)</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>St. Albert (N. 66)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>St. Alphonsus (N. 65)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>9</td>
</tr>
</tbody>
</table>

There were 88 male students and were 113 female students. Of these 201 students, 22.4% were aged 12-14 years, 58.2%, 15-17 years and 19.4%, 18-

7a JSS: Junior secondary school (year 2, 3)
7b SSS: Senior secondary school (year 2, 3)
20 years. Seventy students answered the questionnaire in St. Monica, sixty-six students in St. Albert and sixty-five students in St. Alphonsus. St. Monica is an all female school and St. Albert is a mixed sex school. Of the 66 students that were involved in answering the questionnaire in St. Albert, 24 were boys and 42 were girls. St. Alphonsus is an all male school.

3.6.3 Sampling: Observation
I decided to experience how students are consulted in their schools because it would give me rich data not only on the process of consulting in these schools but also it would offer me opportunity to perceive their views on the research topic. I collected data by observing how the students are consulted in their schools. To achieve this aim, a class of 40 students from Sts Monica and Albert respectively participated in the consulting I observed, while in St. Alphonsus, only 30 students took part. From the number that participated from each school, 14 students agreed to be interviewed and they were formed into two focus groups with seven members in each group. Hence, six focus groups comprising of seven students in each group were interviewed. The three teachers who conducted the consulting in the three schools were also interviewed.

3.6.4 Phases in collecting data
I followed a procedure of collecting data in phases. I could not collect documents from these schools but other documents collected were outside the schools (3.8.4). That is the reason for collecting them after questionnaires and interviews.
Box 2: Phases of data collection

<table>
<thead>
<tr>
<th>Phase 1: Access and negotiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek access and consent from respondents</td>
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<table>
<thead>
<tr>
<th>Phase 2: Questionnaire</th>
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<tbody>
<tr>
<td>Questionnaire with students</td>
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<tr>
<td>Questionnaire with teachers</td>
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<tr>
<th>Phase 3: Interview</th>
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<tbody>
<tr>
<td>Focus group interview with students</td>
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<tr>
<td>Interview with teachers and principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 4: Documents</th>
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</thead>
<tbody>
<tr>
<td>Collection of documents from schools and offices</td>
</tr>
</tbody>
</table>

| Phase 5: Observation of consulting in schools/interview with students and form teachers |

Though the collection of the research data was planned as seen in Box 2, I was conscious that often studies of this type do not flow as planned. The conditions of the respondents could change at any time and necessary changes would have to be made. Also, I anticipated that some of my respondents may refuse to participate and so, I was prepared for this. My approach to the whole field work was to be as flexible and open as possible in order to accommodate any eventualities while being optimistic about the success of the study.

3.7 Consent

3.7.1 Informed consent from respondents

Having decided on the schools from which to collect qualitative and quantitative data, I decided to establish some initial communication with the school principals by phoning them. I explained my purpose in involving some students and teachers from their schools in my study. I requested an
appointment with them so that I could visit their schools in order to have
detailed discussions with them about my research plan. My approach to the
schools and other research participants was guided by four convictions: (i) I
would not agree to any process that would compromise the data I would
collect. (ii) To be flexible with my time and to take into account the schools’
and/or individuals’ convenience with the utmost regard even if it entailed extra
travelling expenses on my part. (iii) To establish a good working relationship
with respondents in a way that would initiate trust and create a good rapport.
(iv) To give principals and students a vignette I prepared on my topic and to
give all participants a consent form. Principals were to receive copies of
student and teacher questionnaires in advance in order to be fully informed
about the research plan.

During my first visit to all three schools, I discussed the plan for the study with
the principals. I also asked that they participate in an interview about my
research topic. Other issues discussed included: (i) the classes and number
of students to be involved (ii) the number of teachers to be involved (iii) date
and times for the questionnaires, interviews and observations (iv) documents
about the school (v) what the school and I were to gain from the study (vi) the
process of requesting for students’ and teachers’ consent (vii) possible visits
to the school after data has been collected for feedback and (viii) tape-
recording of interviews. I reached an agreement with the principals on the
school’s standpoint on the above issues, though with some reservations. The
principals did not want their names and schools to be mentioned for the
security of their jobs. Finally, I scheduled appointments with them in order to
meet their students and their teachers.
3.7.2 Student consent

During my first visit to each of the principals, we agreed that JSS1 and SSS1 students were not to be involved in the research. Some data for this study was collected from schools in the months of September - October 2008. Usually at this time of the academic year, JSS1 students have only been in secondary school a few weeks. I reasoned to exclude them from the research because their experiences of examination malpractice would be dominated by their experiences in the primary schools. Also, their experiences of consulting could not be guaranteed because they would be adjusting to the secondary school curriculum and social environment. Students in the SSS1 were also not included in the study because they had not enrolled at this time; this was because of constant strikes by teachers in the country over wages, their promotional junior WASSCE examination results were not out on time. Hence, while other students were in school, they were at home waiting for their results.

I agreed with the principals that I would speak to the students myself but they were to introduce me to students and teachers. I decided to speak to the students myself so that through my explanations, students would see me as a student-researcher and not as a government official who had come to investigate their schools. Some students are not used to this type of research. Also, I agreed with the principals of Sts. Albert and Alphonsus that I was to speak to students during moral instruction classes that were usually on Thursdays. The principal of Monica preferred that I address all students during the morning assembly. I accepted the preferences of these principals because I was aware that their convenience was my priority. I sought
students’ consent in the three schools through similar procedures except where contextual factors hindered from adopting these procedures. The procedure included:

1. To inform students of the nature of the research study in groups and to give those who would be part of the interview my vignette of examination malpractice and consulting.

2. To inform students of their freedom to engage in the study and their right to opt-out of the study at any time.

3. To inform students about why I wanted their views and to explain the benefits of the study to them.

4. To agree with students when and how of their participation and the number of students expected for interviews, questionnaires and observations.

I initiated a working relationship with research participants through my visits to ask for their participation in the study. I explained to students how observations of consultations would be carried out and that only a form group would be needed. On my 2nd visit to these schools, the principals of Sts. Albert and Alphansus took me round the classes and I addressed students regarding the three parts of the research: questionnaires, interviews and observations. I also gave them some time to ask questions. I addressed St. Monica’s students the same day I addressed students of St. Albert because the schedule for the former was in the morning and the latter was in the afternoon. Students were reminded that they were to participate in only one event. At the end of each address, the names of those who wanted to participate in the study were collected.

I never assumed that all students who gave their names would participate in the research because some may be absent from school on that day or opt-out later. Thus, although I collected more names than the number of students I
wanted, I decided to take them all on for two reasons: (i) dismissing some students who volunteered to help may negatively affect their feelings and this ill feeling may affect their willingness to help future researchers to their school (ii) I felt it was necessary to collect as much data as possible in order to have rich data for my analysis. I agreed with the intended respondents of each school that I would meet them again in order to give them the consent form and carry out the research. Their principals were to give them the date and time for the focus group interviews and the questionnaires. I was in contact (via phone) with the principals to make sure that students were informed as to the venue, date and time for the interviews and questionnaires.

3.7.3 Teacher consent
On my 1st meeting with the principals of the three schools, I explained to them my intention to give my research questionnaire to teachers and to interview three teachers in their respective schools. One of the teachers would also organize the consultation with the students that I was to observe. All the principals agreed but their agreement was subject to acceptance by the teachers. The principals of Sts. Monica and Alphonsus suggested that I meet with their teachers during lesson breaks on any day but the principal of St. Albert suggested meeting the teachers during the moral instruction period as not all teachers were involved.

A few days later, I was in the three schools to meet the teachers. I spoke with the teachers and twenty-six of them from the three schools agreed to take part in answering the teacher questionnaire. I also met three teachers from each school for an interview; thus, nine teachers took part in the interview. I explained to all the teachers who were to participate in the research their
freedom to engage or not to engage in the study. Of the nine teachers interviewed, eight were female and one was male. The male teacher was from St. Alphonsus. Of the 26 teachers selected for the questionnaire, only five were male. The teaching profession in secondary schools in this region is dominated by females. I gave these teachers my phone number and asked them to contact me if more clarification was needed or if any of them wanted to opt-out. Despite their agreement to participate, I did not take it for granted. I asked each school teacher to decide the venue for interview and how they preferred to answer the questionnaire in their respective schools. I later phoned a teacher from each school for information on their chosen venue.

3.8 Data collection procedures
My procedure for collecting data was designed so that my commitments with the principal, teachers and students of each school were mixed on each visit. This would limit the frequency of my visits to the school, to avoid my respondents finding my visits disturbing.

3.8.1 Questionnaire
I visited the three schools again after few days to give consent forms and questionnaires to students. The questionnaire has six sections. The sections dealt with background information and student views on consulting and learning, relationships within the school and examination malpractice. The formation of the questions on examination malpractice was influenced by Bowers (1964), Brimble et al, (2005), Hughes et al, (2006) and Newstead et al, (1996).
Before the questionnaires were answered, I reaffirmed with the students the voluntary nature of their commitment to my research and their freedom to withdraw at any time even once they have started writing. The consent forms were signed and collected before the questionnaires were distributed. The questionnaires were answered in the three schools during moral instruction period. While the questionnaire was answered in Sts. Albert and Alphonsus in their classrooms, that of St. Monica was answered in the examination hall. The questionnaire took about 45 minutes in each of the three schools.

Questionnaire data was collected from teachers on the second day of data collection in each school. The questionnaires and the consent forms were given to the teachers on the morning of the questionnaire day by myself. I allowed them some time to answer the questions during their free time. As agreed, I collected answered questionnaires and signed consent forms from them at the end of the day’s lessons.

3.8.2 Interview: Semi-structured interview
Throughout this study, my desire was to use methods of data collection that would address my research question. In order to collect in-depth insights from my respondents, I adopted the semi-structured interview format as one of my methods for data collection. Semi-structured interview includes using specific and pre-determined questions during the interview. Adopting a qualitative semi-structured interview gave me some advantages: firstly, it gave me the opportunity to probe and expand on the responses of interviewees. Secondly, I discovered my respondents’ priorities and frame of reference unlike in a structured interview. It gave the respondents more freedom to answer the questions, and also gave me more freedom to probe the respondents’
experiences (Hayes 2000). Also, as the sequence of the questions was not the same for all groups/respondents, the semi-structured interview gave the interviewees and the researcher the opportunity of pursuing issues of interest I may not have been aware of (Cohen et al, 2000, Hitchcock et al, 1989). I understood that my primary task in interviewing was to understand the interviewee. I regarded words from my respondents as words from experts and also that these words contain the potential to discovering the respondents view on my research topic (Bogdan 1998). Before each student interview, I arrived at the venue a few minutes early in order to make sure it was a welcoming one and to make ready to start a small conversation with the respondent(s) as a way of creating an atmosphere conducive to a forthcoming interview. I reminded my respondents of the purpose of the study and promised my respondents that what they were to say would be treated confidentially. However, with regard to the focus group interview, I explained the extent of the confidentiality their views would receive: I promised them that I would not tell their school authorities what we discussed. I asked for their permission to tape-record interviews.

Throughout these interviews, I aimed to listen carefully, to be supportive, and to show interest, understanding and respect for respondents’ perceptions. This behaviour helped the respondents to feel at ease and to share their views with me (Bogdan et al, 1998). I asked for clarifications when the respondent’s view was unclear to me by simply saying: could you explain further? I also tried to avoid ‘yes’ and ‘no’ questions because such answers do not give good explanations of a topic. I reasoned that I needed to be flexible
with the respondents especially with the focus groups in order to allow any respondent who wanted to talk, to have the opportunity to do so.

Furthermore, during the interview, I encouraged respondents to explain in detail through body language and a variety of expressions: good eye contact, nodding of my head, ‘ok’, ‘mm’, ‘right’ and showing the respondents that I was taking them seriously. My interview questions for all groups were designed to explore the four major parts of my topic: (i) teaching and learning in the school (ii) examination malpractice (iii) consulting students on schooling and (iv) involving students in preventing examination malpractice.

(a) Focus group

In my desire for a variety of opinions and in-depth perceptions of students on the research topic, I considered a focus group interview a viable qualitative research method for this study. This decision was informed by the suggestion of Goodwin et al, (1996) that interviewing young people in groups would be more fruitful than a one-to-one interview. Young people would feel more comfortable in the company of peers and this will ensure a richer discussion.

Furthermore, my choice of a focus group was influenced by some factors: by using a focus group interview, I created an informative dialogue among my respondents aimed at addressing my research question. The comfortable environment that was created by the focus group interview gave me the opportunity to elicit a range of views, attitudes, feelings and perceptions from my respondents who all share similar experiences in school (Anderson 1998). Also, my respondents have the opportunity to compare their opinions with those of other students and to clarify their perceptions, thereby providing a
deeper and more insightful discussion on the topic. Data that I collected from focus group interviews became the collective view of students on my topic as opposed to one-to-one interviews (Denscombe 2003). As Anderson (1998:200) puts it, “focus group elicits a unique type of in-depth qualitative data which could not be obtained as efficiently any other way”.

Seven focus group interviews were held in the three schools. These interviews were held on different days in each school. Each interview was also held on the 2nd and 3rd day of data collection in each school. Before each focus group interview, I collected the consent forms. I had eight members in each of the three focus groups in St. Monica. I had seven interviewees in each of the two focus groups in St. Albert made up of eight girls and six boys. In St. Alphonsus, I had eight members in each of the two focus groups. The focus group interview in St. Monica was held in the examination hall. In St. Albert, it was held under a mango tree and in St. Alphonsus, it was held in the reception area. However, these areas were conducive to discussion and allowed for the tape-recording of interviews. Permissions were obtained for their use. Each interview lasted about 1 hour and 20 minutes. I decided to hold the focus group interview before interviewing the teachers so that some of the issues raised by students about their particular schools could be discussed with their teachers.

(b) Interview: Principals

The principals of the three schools were interviewed on the first day of the data collection. The three principals were interviewed in their offices and each interview lasted for approximately 1 hour. They signed the consent forms.
Two of the principals were males while that of St. Monica was female. All of them have been principals for more than seven years. The three interviews were tape-recorded. Field notes were taken during interviews with the principals.

*(c) Interview: Teachers*

Interviews with the nine teachers from the three schools were held in their schools. I made sure that each teacher chose the time and day for their interview. All the teachers signed the consent forms. One of the teachers was already studying for her doctorate and had stopped temporarily owing to family problems; the other three have got their masters degrees. These teachers had all been teaching for more than five years.

Before the interview, I briefly informed each teacher as to the purpose of the research and reassured them regarding confidentiality of their views (Bogdan et al, 1998). Teachers from Sts. Monica and Alphonsus were interviewed in their staff rooms. These staff rooms were conducive at this time for tape-recording because the teachers had informed their colleagues about the interview. The interview with the teachers in St. Albert was held in a quiet place under a mango tree. Some issues that had been raised in student focus groups were further explored during the teacher interviews; for example poor facilities and teacher truancy. Each of the interviews lasted for about 1 hour and they were tape-recorded. Field notes were taken during each teacher interview.
3.8.3 Observation

I observed the process of weekly consultation of students in each school twice. Observing consultation in these schools as it is normally held would give me first hand information on the topics usually discussed and on the climate of the discussion. My role as a researcher was to be a complete observer, whereby, I was physically detached from the activities and social interactions of students (Anderson 1998). On my first observation of consultation, I was introduced to students as a research student by their form teachers. Students were reminded of my research topic and how I intended to collect the data: field notes and tape-recording the interview. During these first visits to the schools, discussions centred more on the behaviour of some students, family issues and classroom problems. Thus, there was no discussion about examination malpractice, and discussions on teaching and learning was few. I agreed with form teachers to use examination malpractice and teaching and learning as the topic for the next consultation.

On my second visit to these schools, form teachers introduced the topic for the day and students were invited to discuss the topic: how it affects them, why some engage in it and how to prevent it in their schools. I took field notes and tape-recorded students’ perceptions of the topic. What students said in each school is seen in chapters 4-5. Thus, consulting was conducted by form teachers but I was there to record events and to take notes. After each consultation, I requested 14 students to be interviewed on the effects of the discussion on them. Students had been previously informed on the stages of consulting: discussion and interview. These students were interviewed in focus groups of seven students in a group. Six focus groups were interviewed
in the three schools. Discussions during the focus group interviews centred on three areas: how they felt during consultation, the effects of consulting on them and the benefits of their participation and consulting them on examination malpractice. I tape-recorded these focus group interviews. Students manifested a grasp of the topic and their understanding of the topic showed that discussions on examination malpractice are couched in their experiences of teaching, learning and schooling in their schools.

### 3.8.4 Documents
None of these schools had a web site, newsletter, record of examination malpractices, documents on consulting students or a policy handbook. I collected a summary of the examination results of candidates for WASSCE examinations in all secondary schools from 2002 – 2006 from the WAEC office. These documents contained details of examination results and examination malpractices by candidates in all states of Nigeria from 2002 – 2006. I paid to receive these documents. I also collected books written by the office of examination ethics project in conjunction with the federal ministry of education on examination malpractice in Nigeria. These documents were informative and they showed the views of Nigerians on examination malpractice and the extent to which it has affected Nigerian education.

### 3.8.5 Collaborative conversations
Collaborative conversation refers to any conversation between my respondents and I, either before or after any formal semi-structured interview, which I considered valuable to my research. These conversations were between some members of the focus groups and/or some interviewees with myself. During my fieldwork especially with the focus groups, I usually arrived
early to the venue. My purpose was not only to see that the venue had a
welcoming climate but also to provide an opportunity to discuss with
respondents who were also early. In addition, at the end of each interview, I
asked my respondent(s) how they felt about the interview and also invited
them to share any views or questions they would like with me. I also informed
them that anybody who wanted to go was free to leave. I reasoned that by
giving them the freedom to leave if any of them wanted, some would like to
share personal feelings on the topic with me which they would not like to
share in front of their peers. This type of conversation yielded interesting data.
In one instance, a teacher told me how she was threatened by a group of
boys after supervising a General Certificate of education (GCE) examination
because she did not “cooperate” with them. However, I interviewed this
teacher as a school teacher and not as an external supervisor. In another
instance, a student expressed her ordeal with a teacher in her former school
when she asked a question in the class. The teacher hit her on the head; she
developed a dislike for the teacher and never passed the subject again. The
incident led her to change school. This was rich data which my respondents
would have imagined being outside the topic but which for me were a part of
my study.
Table 4: Summary of data collection

<table>
<thead>
<tr>
<th>Methods</th>
<th>When</th>
<th>Description of data</th>
<th>Purpose of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>2008 September</td>
<td>• Responses from 201 students</td>
<td>• Data on consulting students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response from 26 teachers</td>
<td>• Data on teaching and learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Open and closed questions used</td>
<td>• Data on exam malpractice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quantitative data</td>
<td>• For quantitative data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Data on consulting students</td>
<td>• See similarities and differences of views</td>
</tr>
<tr>
<td>Interviews</td>
<td>2008 October</td>
<td>• 7 focus groups of students</td>
<td>To explore perceptions of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 3 principals</td>
<td>• Teaching/ learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 6 teachers</td>
<td>• exam malpractice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 17 tape-recorded data</td>
<td>• on consulting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 17 field notes</td>
<td>• See similarities and differences on views</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• For qualitative data</td>
</tr>
<tr>
<td>Collaborative</td>
<td>2008 October</td>
<td>• Field notes</td>
<td>Detailed data on personal views</td>
</tr>
<tr>
<td>conversation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents</td>
<td>2008 September/ October</td>
<td>• Data on exam malpractice in Nigeria</td>
<td>• Contextualize exam malpractice in Nigeria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Population of schools</td>
<td>• Compare views with my research data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Books on exam malpractice</td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td>2009 March - April</td>
<td>• 6 Observations</td>
<td>• Data on consulting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 6 focus group interviews</td>
<td>• Data on consulting on exam malpractice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 6 tape-recorded data</td>
<td>• Explore respondents feeling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 3 teacher interviews</td>
<td></td>
</tr>
</tbody>
</table>

Roles and Relationships with respondents

3.8.6 My Role as researcher

Throughout the period of this study, I always reminded myself of the fact that I am the researcher and that I need to have some knowledge of the topic in order to know what to ask my respondents (Cohen et al, 2000, Kvale 1996). I
aimed to be clear about the purpose of the research, which was to explore the perspectives of the respondents and not in any way to judge their practices and their knowledge. I saw my respondents as experienced on my research topic. My duty is to create a favourable atmosphere and to possess the tools to uncover and explore this data in an uncontaminated way (Kvale 1996). The need for a positive atmosphere was based on my belief that the process of gathering qualitative data is a social and interpersonal encounter (Kvale 1996).

3.8.7 Relationships with research respondents
My relationship with my respondents was guided by the internalised goal of my fieldwork - to collect data (Bogdan et al, 1998). As noted above, I negotiated students’ and teachers’ consent through the help of their principals. From the outset, students were aware of the purpose of the research and I had no hidden agenda. I also explained to the students why their perspectives were needed in my study. Throughout the research, I aimed at creating a conducive interpersonal encounter in which students saw me as one of them - a student who wanted to learn - not as a person in authority. By visiting the schools of my respondents to introduce myself, I used the opportunity to familiarise myself with them in order to build a good working relationship with them. This condition helped me to create good rapport and trust between my respondents and myself. I tried to manifest this through the interactive, communicative and emotional aspects of the study (Cohen et al, 2000). Thus, my respondents felt comfortable enough to share their experiences, opinions and personal feelings regarding examination malpractice and consulting with me.
3.9. Data analysis

To analyse data from interviews, questionnaires and observation, I first transcribed the interview and observation data and entered my questionnaire into a computer SPSS package. The transcription of the interview and observation data was carried out by listening to all the tap-recorded interviews two times without writing anything down. Then, I listened to the tape-recorded interviews again, playing it in a low speed while writing the words down. I rewound often to check for accuracy in transcription. I interpreted where punctuation should be so as to reflect the interviewee’s thoughts. I also played the tape at normal speed while again checking the transcribed words in order to double-check for accuracy in transcription.

The interview and observation data were analysed interpretatively: I was looking at data from the point of view of its "meaning and implications" (Hayes 2000:230). By reading the data many times, I became familiar with it and started to code segments with labels (Charmaz 2006). I used open coding because each label describes a segment. These coded segments were further reduced into categories and each category represented a theme emerging from the data (Corbin et al, 2008). This process of transcribing the data, coding and categorising the data was applied to all the interviews. I made use of the notes taken during the fieldwork analysis because these notes helped me to contextualise the interview data (Kvale 1996). Also, the SPSS computer package was used to calculate frequencies, split cells and compare data quantitatively.
3.9.1 Quality of data: validity and reliability
The quality of research is evaluated through the validity and reliability of data but validity and reliability differs in quantitative and qualitative research (Creswell et al, 2007). My mixed methods research employs both validity and reliability in quantitative and qualitative research. Quantitatively validity means that I can draw meaningful inferences from the results of data collected from my respondents i.e. that the research measures what it purports to measure. Reliability in quantitative research also means that the results of data from respondents are consistent and reliable over time (Creswell et al, 2007). In my qualitative research, validity means checking whether the account I and the respondents have provided of the research is accurate, trustworthy and credible (Lincoln et al, 1985). The validity of my work derives from the analysis of the data and from information I obtained while in the field (Creswell et al, 2007). In the light of mixed methods adopted in this study, I understand validity to mean that I can draw meaningful conclusions from the data collected in this study. These conclusions are drawn deductively or inductively from the data (Creswell et al, 2007).

In this chapter, I aimed to show how validity and reliability is maintained in my study by giving an account of the decisions and procedures applied in the implementation of the study. I reasoned that clarity of the processes that I have adopted in my study would allow the reader to check if threats to validity were minimized. Also, I aimed to use consistent methods in collecting data from my respondents and to be consistent in my relationships with the respondents.


**(a) Validity and reliability**

Qualitative researchers and methodologists like Lincoln *et al.*, (1985) have argued that quantitative validity, reliability, objectivity and internal validity could be achieved in qualitative research through a substitute word: “trustworthiness” (Tashakkori *et al.*, 1998). Thus, I aimed to show the validity and reliability of my data through the lens of Lincoln *et al.*, (1985). Lincoln *et al.*, (1985) maintained that trustworthiness is achieved where the researcher is able to persuade the reader and him/herself that the findings of the research are worth paying attention to and worth taking account of (Lincoln *et al.*, 1985:290). They used four criteria to argue for trustworthiness: credibility, transferability, dependability and confirmability.

**(b) Credibility**

Credibility is aligned to activities which I have carried out in my study that would cause the reader to determine that credible findings would be reached (Lincoln *et al.*, 1985). In accordance with these authors, I adopted three strategies to enhance the credibility of the findings: prolonged engagement in data collection, technique of triangulation and member-checking. The credibility of my study was also sought by following Creswell *et al.*, (2007) pathways to minimise the threat to validity in a mixed methods study.

I spent an adequate and *prolonged* amount of time (4 months) conducting the field work in this study. I aimed to collect data that would give me breadth and depth of information on the perceptions of respondents within the three secondary schools. Thus, I was convinced that collecting both qualitative and
quantitative data would be most appropriate for this purpose. I contacted the research participants through telephone calls and personal visits. During these visits, I built trust and rapport between them and me. Through these visits, I discovered the contexts of my respondents. Through focus group interviews with students, I could check for misconceptions and biases of respondents. By observing my respondents’ engagement in the consulting process, I was able to observe some aspects of their school culture and collected depth of data by identifying the characteristics associated with consultation in their schools. Arguably, these decisions and the method of research helped me to answer the research questions (Tashakkori et al., 1998). Throughout the 4 months I spent doing fieldwork, I aimed to collect data on contextual factors and the perspectives of my respondents in their situations. I consider that sufficient data was collected.

By using mixed methods to collect students’ and teachers’ explanatory and exploratory views, I collected multiple perceptions of my respondents. Following the suggestion of Creswell et al., (2007) for minimizing threat to validity in mixed methods research, I used a large sample of students and teachers for quantitative data and a smaller sample of students and teachers for the qualitative data.

Furthermore, I aimed to enhance the credibility of findings and interpretations of my research by applying triangulation in my study. Triangulation involves locating the true interpretation or finding from my study by referring to “two or more other coordinates” (Denscombe 2003). Triangulation is applied in this study on two levels: triangulation of sources of data and triangulation of methods of collecting data (Creswell et al., 2007, Tashakkori et al., 1998,
Lincoln et al, 1985). I collected data from students, teachers and principals through the questionnaire, interview and observation. Triangulation of sources of data and methods of collecting data gave me “a more rounded picture” of the topic (Hayes 2000:135). Collecting data from these multiple sources equipped me with multiple perspectives on preventing examination malpractice through student voice. Thus, I have the platform to compare the views of my respondents, to analyse their similarities and differences.

Methodologically, I collected data through questionnaires, interviews and observations. Large numbers of students and teachers answered my research questionnaire and a large number of interviews were carried out in the research. I also collected documents from different offices and also kept field-notes. The validity of data interpretation was enhanced in this study by comparing and contrasting the data through source triangulation or triangulation of methods. Thus, by making use of different sources and methods, I aimed to enhance validity by corroborating my findings and interpretations (Creswell 2007, Miles et al, 1994, Lincoln et al, 1985). Also, obtaining data from quantitative and qualitative samples as applied in this study minimizes threats to the validity of the study (Creswell et al, 2007).

Another strategy I adopted to increase the credibility of my work is member checking. Member checking implies that the researcher checks for the credibility of interpretations and conclusions in the work by asking for research participants’ views (Creswell 2007, Lincoln et al, 1985, Stake 1995, Miles et al, 1994, Merriam 1988). I used member checking in my work to make sure that my data, analysis, interpretations, findings and conclusions represented the views of my respondents. I carried out member checking in two ways;
firstly, after each interview, I went through the tape-recordings and my field-notes to check for complimentary data. I summarised my interpretations of the data. After transcribing data from the tape-recordings, I gave my respondents the transcribed data to check for accuracy. Also, after the analysis of the data I went back to research participants to check if my findings and interpretations reflected their views, experiences and actions (March – April 2009).

(c) Transferability: thick description

Transferability means the ability of the researcher to apply the findings of the research to contexts that shares the same characteristics (Erlandson et al, 1993). Transferability includes the generalizability of research findings (Tashakkori et al, 1998). In quantitative studies, this refers to the external validity of research. Though Lincoln et al, (1985) argued that external validity cannot be established in qualitative research, methodologists maintain that researchers can persuade their readers to make judgments about transferability on their work by providing them with a thick description of the processes of the research (Lincoln et al, 1985, Merriam 1988). The researcher is to provide details of the participants and context of the study (Creswell 2007).

To achieve transferability in this study, I provided detailed information on the selection of participants and their contexts. My study also detailed the social demographics of the participants and the characteristics of the schools involved in the study. I also detailed how data was collected and how the consent of research participants was sought. The study showed how students were consulted and how those schools prevents examination
malpractice. This would help the reader to judge the application of the findings of this study to similar schools that share peculiar characteristics. By using quantitative methods in the collection and analysis of data in this study, I showed how my findings were related to previous findings. Also, by having a representative sampling of schools in my study, this would help me to form some generalizations (Tashakkori et al, 1998).

However, some researchers argue that generalisation is not the primary concern of qualitative research and that it is a distraction (Stake 1995, Wolcott 1990). For these researchers, the aim of qualitative research is to identify critical elements within the context of the study and the interpretations that could derive from them.

(d) **Dependability**

Dependability is paralleled to reliability in quantitative studies (Lincoln et al, 1985). Mixed method researchers adopt reliability in their works (Creswell 2007, Goodwin et al, 1996). Dependability includes the extent to which independent researchers come to the same interpretation of findings. To achieve dependability in this study (following Goodwin et al, 1996), I described my role and relationships with the participants, the sampling strategy I adopted in the study and the social, physical and interpersonal contexts I studied. In addition, I elaborated on the meaning of examination malpractice, student voice and consulting students. These are the major key concepts guiding the study. Furthermore, I minimised threat to dependability by using tape recordings and field notes, which are available on demand (with
participants’ permission). On data analysis I explained how data was coded and categorised in order to enhance dependability.

(e) **Confirmability**

Confirmability includes that the inferences and interpretations arrived at in a study are supported by the study research data (Tashakkori *et al.*, 1998, Lincoln *et al.*, 1985). I am aware that I have my own biases which are always with me throughout the entire study. These biases were explained in (1.6). These biases/assumptions could influence the interpretations and approach of the study (Merriam 1988). By informing the reader of my biases and influences on the research, the reader is better placed to understand my position and any possible influence of these biases on the study. As noted earlier, I kept field notes throughout the period of data collection. These field notes and recorded data were a resource for me in checking my interpretations of the participants’ views.

3.10 **Ethical considerations**

Throughout the study I was conscious of the ethical issues during data collection, analysis and dissemination of the research (Creswell 2007). I aimed to be open and clear about my topic and the process of the study to the research participants. My ethical considerations (following Denscombe 2003) during the research were guided by three convictions: to respect the rights and dignity of participants, to avoid any harm to the participants and to carry out the study in openness and clarity of purpose. To implement these, I started the fieldwork by first getting the approval of the ethics committee at the University of Southampton. Also, my intention to carry out the fieldwork was
approved by my research supervisors. I was aware of the need to address issues of informed consent, the process of the research and the extent of confidentiality in the study. I took steps to achieve these aims.

3.10.1 Information given to research participants
Before I sought the consent of the research participants, I informed them about the process of the research: who I was, the significance of the research topic, purpose of the study, and the stages of data collection (questionnaire, focus groups, interviews and observations). I also explained to the research participants what they and I would gain from the study and the broader benefits of the study such as informing education policy in Nigeria.

To make sure that information about my study was well received by research participants, I used simple English to explain my research process. Respondents were also given the vignette on my research topic; my phone number and email-address were also provided so that they could contact me if they had any questions. Principals of the secondary schools were also given my research questionnaires in advance in order to go through them. I also telephoned the principals and teachers when the time arrived in order to make sure my agreements with them remained intact and to make further clarification of any issues that might have arisen. In all my meetings with participants I always gave them opportunities to ask questions.

3.10.2 Informed consent
Informed consent meant that I was obliged to inform research participants’ on the nature and purpose of my study, the risks and benefits involved (Anderson 1998). As already noted above, these issues were explained to participants. I
was also mindful of the sensitivity of my research topic which is on examination malpractice and student Voice in schools. Following the advice of Alderson et al, (2004) on research with young people, I asked the principals of the three schools how parental permission could be obtained. Each of the principals confirmed that they were to give consent on behalf of the parents. Though this assurance was given, I was not completely convinced that all my participants were, by age and level in school, mature enough to understand the full meaning of ‘consent’. I explained to them all the stages of the research and explained fully the meaning of ‘consent’: their right to participate or not in research, the consent form and their right to withdraw at anytime without cost.

These students opted to participate in the research on my first visit to ask for their participation by giving their names. I decided that I would give them the opportunity to consent in writing. Before each focus group interview or questionnaire, I was alone with the students: no teacher or principal was present. I explained to the students the purpose and benefits of the study. I also reiterated their freedom to participate or not to participate in the study. I informed students that the research would have no negative effects on their academic work in their schools. They signed consent forms after they were given opportunities to ask questions and to read the consent forms.

Consent from principals and teachers were received before data was collected. These participants have carried out research as students in the university and were more informed about ‘consent’ than students. I explained the purpose of the research to them, their freedom to withdraw at any stage in the study and all the stages involved.
3.10.3 Confidentiality and anonymity
Confidentiality and anonymity involve concealing names and things that would reveal the identities of the research participants. In practice, confidentiality and anonymity were not easy to achieve in the student focus groups. I guaranteed my focus group respondents that I would not let their principals, teachers or other students know what we discussed. I applied the same message to students who answered the questionnaire. I told them that after analysing the data, I would not inform their school authorities of examination malpractice in their schools because of its sensitive nature. Promising confidentiality to the students raised a problem for me: should I give each school a copy of my work when completed? I decided that my research topic is a sensitive one. Teachers and students were involved and there is a possibility that the school authorities knew some of the teachers and students involved. To protect teachers and students involved in the study from any harm or embarrassment from other members of the school because of data they gave me on the research topic, I decided not to give my finished work to each school.

I sought anonymity of the participants by using pseudonyms throughout the whole work and avoided features that could identify them or their schools. Participants’ names were changed in all the data that is to be seen by others. I also made it clear to the participants that data collected from them would be transcribed and stored on my computer and secured with a password. Thus, only I would have access to it. Also, when I finished using the data in my current study, all documented data and interview tapes will be destroyed and any part of the data saved on my computer will be deleted.
Chapter 4

4. Analysis of the research material
Analysis of data is presented thematically. Each theme encapsulates the views of students and teachers on the questionnaire, interview and observation. The themes were derived from coding and categorising the interview data. Seven major themes emerged from the data and are analysed in two chapters of this work. Chapter 4 consists of respondents’ views on their schools: students’ and teachers’ understanding of and prevalence of examination; factors that determined examination malpractice; the attitude of students and teachers towards examination malpractice and prevention of examination malpractice. Chapter 5 examines respondents’ views on consulting students on schooling and prevention of examination malpractice. The chapter explores the understanding of students and teachers on consulting students about schooling, perspectives of students and teachers on consulting students about examination malpractice and students and teachers understanding of preventing examination malpractice through student voice. Data from the questionnaire is used to substantiate the interview data. Figure 6 shows the summary of contents data analysis in chapters 4 and 5 and respondents views on the topics discussed.
Figure 6: Summary of Chapter 4 and Chapter 5

Views about exam malpractice before consultation

- Respondents' understanding of the prevalence of malpractice
  - exam malpractice as a problem
  - why students engage in exam malpractice
  - prevalence of exam malpractice

- Factors that determine exam malpractice
  - personal factors
  - family factors
  - social factors
  - institutional factors

- Attitudes towards exam malpractice
  - methods of exam malpractice
  - attitude to peer report
  - teacher attitude to peer report

- Prevention of exam malpractice
  - consequences of malpractice
  - communication of exam rules
  - prevention of exam malpractice

Views about exam malpractice under consultation

- Understanding about consulting students
  - perceptions of consulting
  - process of consultation
  - students are aware of their problems

- Students' experiences of teaching and learning
  - demand for student council
  - improving learning through consulting students
  - benefits of consultation

- Perspectives on consultation about exam malpractice
  - why consult students?
  - impact on teachers
  - what student council can do
  - effect of consultation on prevention of exam malpractice
  - teachers' view on consultation
  - benefits of consultation

- Preventing malpractice through consultation
  - improve teaching/learning
  - invite student participation
  - improve relationships
  - initiate exam policy/programs
  - proper invigilation
  - improve morality/integrity
  - leadership commitment
4.1 Students and teachers understanding of and prevalence of examination malpractice

This part of the study examines students and teachers understanding of examination malpractice; is it a problem in their schools worth preventing and the prevalence of examination malpractice in these schools. Students have perceptions of what examination and examination malpractice mean.

Examination is defined as the way schools or examination boards check if students have understood what they were taught over “a particular period of time” and “how far they did”. This check on students’ understanding could be conducted “verbally or by writing”. Examination is the “way the ability of an individual is tested”. If a student brings in forbidden materials into the exam hall, the student is “not taking exam”. Students perceived malpractice as a behaviour that is contrary to the rules.

*Examination malpractice is illegal attitude or misconduct of students in examination hall*

( Kevin, 17, St. Albert)

*Acts of students to have undue advantage over other students in exam hall*

(John, 15, St. Alphonsus)

*It is trying to achieve something, to pass exam through improper way*

(Callista, 13, St. Monica)

The nine definitions of examination malpractice given by students share some common features: it is an illegal act, taking place during the examination or outside the examination hall and it is aimed at passing examinations. They also perceive some attributes associated with this illegal act; these are: misconduct, the student’s advantage over others and the predetermined nature of the act.
Teachers’ perceptions of examination malpractice share some similarities with those of students': teachers observed that examination malpractice involves using illegal means during examinations in order to achieve examination success. The intention of using illegal means during examinations is to aid a student in examination.

*When we talk about exam malpractice or cheating, we mean when a student uses unorthodox method or method that is not allowed or external aid in an examination, to help him or her pass*  
(Teacher, St. Alphonsus)

4.1.2 Examination malpractice as a problem
Examination malpractice is perceived by students as a problem to some students, schools and the country as a whole. It is a behaviour that has existed for a ‘long’ time; it is “a canker worm eating the education system”. They perceived examination malpractice to be one of their greatest problems and that it is determined by other institutional problems. Examination malpractice is not only a personal problem, it is an institutional problem.

*Our major problem in this school is examination malpractice. It is a major problem, it is the chief problem which is caused by other problems*  
(Collins, 18, St. Albert)

Teachers share the view that examination malpractice is a problem in the Nigerian education system. Students believe that the end justifies the means: the higher grades they will get justify their engagement in examination malpractice. Corruption and malpractices in the society are perceived to originate from decay in the education system. It is imagined that purging the education system of examination malpractice would bring discipline and healing to the society.
Examination malpractice is the greatest problem ... [it is seen as] the father of all corruption in Nigeria, all evils in Nigeria
(Ejiofor, principal, St. Monica)

the fight against corruption can’t succeed unless you establish an educational system that is imbued with ethics...if you don’t clean up the education system, for every corrupt person that you catch and jail, the educational system is producing another ten thousand replacements
(Ukachukwu, principal, St. Albert)

Examination malpractice is seen at all levels of education; elementary and secondary schools and it has become “endemic in tertiary institutions”. It is witnessed in both private and public schools. Methods of examination malpractice have become “sophisticated”. Examination malpractice has become an “organized crime”: people gain money from it as in “drug trafficking and money laundering”. Students now believe that they will pass examinations “whether they read or not”. Students do not see themselves as the only people to be blamed for examination malpractice; others involved in their education are also to be blamed:

As Nigeria is concerned, on the issue of examination malpractice, everybody is to be blamed; the student is to be blamed, the government and the teachers
(Chika, 14, St. Monica)

4.1.3 Why students engage in examination malpractice
The primary reasons students engage in examination malpractice is that “they want to pass”. They want to get better results, to “get higher grades” and to retain or attain a good position in the class. Students also engage in examination malpractice when they are “afraid of failing exams”, to achieve the school’s grading for a pass in order to be “promoted”. Some students engage in examination malpractice because they made the interpretation that it is the “school culture”; they engage in it because they see their peers doing
the same and not caught. Some students don’t see “education as something they need to help them in life”. Some excerpts from students’ interviews portray these interpretations:

\[
\text{I cheated because I want to pass, but the main purpose I did it was that others are doing it}\]

(Ignatius, 18, St. Alphonsus)

\[
\text{Students cheat in exam and assessment in other to get good grades in their respective subject while some do cheat because they want to occupy the first or second position at the end of the session}\]

(Rosita, 16, St. Monica)

\[
\text{Students may be trying to cheat in exam because whereby after all, every student would like to be promoted in any class. So I believe it is a shameful thing not to be promoted with others. Moreover we students these days don’t like to be repeating class}\]

(Chinenye, 15, St. Monica)

### 4.1.4 Prevalence of examination malpractice

(a) Frequency of examination malpractice

Examination malpractice is seen in both private and public schools; in internal and external examinations: it is “the order of the day in schools”. In school internal exams, students are involved in examination malpractice, whether in assignments or in examinations.

\[
\text{In fact there is no school you will say that there is no cheating…there is no exam [where] there is no cheating; be it test, be it assignment}\]

(Teacher, St. Albert)

When this teacher (Patricia) was asked to make a guess as to the percentage of students involved in examination malpractice in her school, she said: “about 90%, there is no need to hide these things”. Students maintained that “intelligent and unintelligent” students are involved in examination malpractice because they all want high marks. There is the ‘culture’ of not feeling
ashamed for examination malpractice as expressed by a respondent: “I am proud that I did it. I did it and it can’t stop me from defending myself anywhere I find myself” (Kevin, 17, St. Albert).

Students perceive that male students engage in examination malpractice more than females because some male students switch off when female teachers are teaching them. Female students engage in examination malpractice more in mathematics than male students because male students are better at mathematics than females:

_The only subject I will say boys don’t normally cheat is in mathematics. I will say majority of boys know maths more than girls. There is the pride in boys especially when a female teacher is teaching them, they will not pay attention to the teacher because they say: Ah! how will a girl be teaching me in the class now, you check it now! They will start another thing_

(Jane, 17, St. Alphonsus)

_Girls cheat more in mathematics. But 30% of boys cheat in maths while 70% of females cheat in maths. But in other subject 99.9% of males cheat_

(Victoria, 18, St. Monica)

Students in the senior classes (SSS1 – SSS3) are perceived to engage in examination malpractice more than students in the junior classes (JSS1 – JSS3). Students in the junior classes appear to be more focused on their learning unlike those in the senior classes who engage in “activities depriving them of reading”. Also, students in the junior classes are more afraid of being caught and punished for examination malpractice. The frequency of examination malpractice was perceived further through questionnaire: students were asked: (1) have you seen another student engage in exam malpractice? (2) Has another student asked for your help in exam? I used a 4-point Likert scale; many times, few times, once, never (Table 5).
Table 5: Frequency of student engagement in exam malpractice

<table>
<thead>
<tr>
<th>Students Perception</th>
<th>Response Categories</th>
<th>Many times</th>
<th>Few times</th>
<th>Once</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>1 Have you seen another student engage in exam malpractice</td>
<td>131</td>
<td>65.17</td>
<td>54</td>
<td>26.87</td>
<td>5</td>
</tr>
<tr>
<td>2 Has another student asked for your help in exam</td>
<td>124</td>
<td>61.69</td>
<td>68</td>
<td>33.83</td>
<td>2</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “many times” and “few times”

According to the table, approximately 95% (65.17 + 26.87) of students have witnessed examination malpractice and 96% (61.69 + 33.83) have been asked to provide help illegally during examinations. I used a computer SPSS to split gender cells in order to check for gender percentages: 74.2% of male students have observed examination malpractice many times and 19.1% of males have observed it a “few times”. Also, 58% of females have observed examination malpractice many times and 33% have witnessed it few times. Of the eleven students that have not witnessed examination malpractice, five were males and six were females. I also checked for gender percentages on student answers to the second question: 61.8% of males have been approached for help many times and 34.8% for few times. Also, 61.6% of females maintained that they have been asked for help many times and 33% have been asked for help few times. Of the seven students that have not been asked for help, three were boys and four were girls. On the questionnaire administered to 26 teachers in the three schools, teachers were asked; have you seen a student cheat in exam in your school? They were expected to answer either yes or no. All teachers (100%) acknowledged that they have witnessed examination malpractice. Also, teachers were asked; if yes, about how many times in 1 year? Only 20 teachers answered this question and
some of their answers included; many times, uncountable, always in every exam, several times, countless.

To perceive the extent students engaged in examination malpractice in the three schools, ten examination malpractice options were used on the students’ questionnaire.

Table 6:  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Copying from another student in exam without his/her knowledge</td>
<td>55</td>
<td>27.36</td>
</tr>
<tr>
<td>Copying from another student in exam with his/her knowledge</td>
<td>91</td>
<td>45.27</td>
</tr>
<tr>
<td>Taking a cheat paper into the exam hall</td>
<td>59</td>
<td>29.35</td>
</tr>
<tr>
<td>Giving another student help in the exam</td>
<td>163</td>
<td>81.09</td>
</tr>
<tr>
<td>Presenting another student’s homework as your own</td>
<td>28</td>
<td>13.93</td>
</tr>
<tr>
<td>Copying material from the internet and presenting it as your own</td>
<td>24</td>
<td>11.94</td>
</tr>
<tr>
<td>Getting help from another person on your homework</td>
<td>137</td>
<td>68.16</td>
</tr>
<tr>
<td>Seeing an exam paper before the exam day</td>
<td>49</td>
<td>24.38</td>
</tr>
<tr>
<td>Taking exam for another person</td>
<td>39</td>
<td>19.40</td>
</tr>
<tr>
<td>Sitting close to another student in order to copy from him/her</td>
<td>63</td>
<td>31.34</td>
</tr>
</tbody>
</table>

Students were expected to give yes or no answers to engagement in these malpractices since they started at secondary school. The five most common malpractice behaviours from the table below are: to help a peer/friend (81.09%), getting help on homework (68.16%), receiving help willingly from peers (45.27%), sitting close to a peer in order to copy from him/her (31.34%) and taking cheat papers to the examination hall (29.35%). The least common cheating behaviours are: getting material from internet (11.94%), presenting another student work as your own (13.93%), taking examination for another person, seeing an exam paper before the time and copying from peers without their knowledge.
Collusion is the most common method of examination malpractice and has higher frequencies while examination malpractice at an individual level has lower frequencies. This shows that students are aware when examination malpractice is going on in the class.

To determine some situations that would motivate students to engage in examination malpractice, respondents were asked to choose 5 situations out of 15 that would make them likely to engage in examination malpractice. Students are more likely to engage in examination malpractice where: (1) the examination was too difficult 70.6% (2) you want a high mark 67.7% (3) the teacher didn’t teach well 64.7% (4) you are in danger of failing the exam 50.2% and (5) you haven’t enough time to prepare for the exam 45.8%. The three least likely situations to motivate students to engage in examination malpractice are: nothing wrong with cheating, students don’t like the topic and they can’t be caught. The above responses have two implications: factors which negatively affect students’ learning are likely to motivate them to engage in examination malpractice. Students are likely to engage in examination malpractice when they locate the problem outside themselves – the examination is difficult and the teacher didn’t teach well.

Again, to determine some situations that would make students not engage in examination malpractice, students were asked to rank eight situations that would make them not engage in examination malpractice, from 1st (highest) to 5th (lowest). Students are less likely to engage in examination malpractice where there is a high possibility of being caught (57%), where students have the knowledge to pass the examination (43.3%) and where students consider it as morally wrong (21.5%). Also, students are less likely to engage in
examination malpractice because they will lose their prestige if caught (6.8%) and examination malpractice is against the rules of their school (4.8%). The responses show that students are more likely to avoid examination malpractice where they perceived that they will be caught and where they have the confidence that they will pass. It is worth mentioning that only one student observed that offending their teachers was the most important reason to abstain from examination malpractice and only 4 students gave it as their 2nd reason.

The study shows some similarities with other studies in the university, Brimble et al, (2005) and Newstead et al, (1996). The three studies did not use the same examination malpractice behaviour, but some findings are common to them. Students engage in examination malpractice because they want a high mark; they want to help a friend, time pressure and difficulty of the test. The teacher didn’t teach well is among the first ten reasons in Brimble et al, (2005) but is the third reason in this study. Also, there is a similarity between the study and that of Newstead et al, (1996) regarding the reasons that would make students unlikely to engage in examination malpractice. The immorality of examination malpractice is highly perceived in both studies. The finding of the study that students will engage in examination malpractice if the teacher did not teach well (64.7%) is similar to the findings of Alutu et al, (2006) carried out in the same country (66.5%). The study shows that teachers and students are agreed on the high prevalence of examination malpractice in their schools. The high percentage of students who have observed peers engage in examination malpractice is similar to that observed in other studies: Bowers (1964), Jendrek (1992) and Singhal (1982). The high frequency of
involvement in examination malpractice in the study is in keeping with engagement in examination malpractice reported in Haines et al, (1986) - 54.1%.

(b) Why some students do not engage in examination malpractice

Though examination malpractice appears to be prevalent, not all students are involved in it. My respondents have views on why some students and schools are not involved in examination malpractice. I categorized their views as: personal characteristics, school characteristics and student background.

Some students don’t engage in examination malpractice because they have the confidence that they have read and will pass the examination. They “believe in their ability, what they will do”. Such students “have prepared for the exam”, they “believe in themselves”, they “take time to study”, they are “focused”, and “determined”.

I have an instance where a student was given ‘expo’ to study before exam, she said she can’t even look into the ‘expo’ given to her. After all that she has been reading

(Teacher, St. Monica)

Students may not involve themselves in examination malpractice because of their future ambitions in life. Those that would like to pursue a university education may reason that they cannot achieve their academic ambition through examination malpractice. They would like to write on their own so as to see what they can achieve. Also, some students do not indulge in examination malpractice for fear that the help they will get through such malpractice might be wrong. They also avoid examination malpractice because they are afraid of being caught and punished. Students are not likely
to engage in examination malpractice on a subject if they feel that the teacher is pedagogically good, gives them all the information they need to know on the topic, makes sure that they understand the topic and encourages them to read. Students that engage in examination malpractice in such subjects are subject to criticism by peers.

*He suffered himself to make sure that we understand what we were being taught... If there were many, about 50 students that were formally engaging in examination malpractice before he started teaching us, but when he started teaching us, I don’t think they were up to ten and those ten were lazy students that don’t read their books, they will be playing and wasting their time*

(Josiah, 16, St. Albert)

The religious beliefs of some students deter them from engaging in examination malpractice. These students perceive examination malpractice as a sin and contrary to their religious belief. They refuse to accept help in the examination hall and they decline to help others because of their religious belief.

*Some may say no I can’t, my Bible forbids it ... Even if you bring it to them and say sister have you written, they say no, I don’t need it. They will write on their own. May be after, at the end of the exam, may be they will pass, because it is under probability, is either you fail or you pass*

(Uzoma, 15, St. Monica)

*In the real truth, examination malpractice is a sin. I consider it as a real sin. I take it that if I love my God I will not cheat*

(Adaobi, 14, St. Alphonsus)

Teachers also shared the view that the religious belief of some students deters them from examination malpractice. Some students don’t engage in examination malpractice because they are in faith schools: there is a “high level of morality in such schools” because there is emphasis on morality and religion.

*there are some people [that] even if you give them, they say no that they don’t like it, that it is a sin. Religion has effect on cheating. Though*
Teachers perceived that the attitude of some schools authorities towards examination malpractice affects students’ attitude towards it. In schools where principals and teachers fight against examination malpractice and “insist that students take the examination according to the rules”, some students may abstain from examination malpractice. Teachers noted that this climate is achieved in schools where there is quality teaching and learning.

Students may not engage in examination malpractice because of their family background. Some parents are interested in the education of their children and they “encourage them to read, that if you read you will get success”. Also some parents monitor their children’s learning. They will not condone examination malpractice from their children and their children are aware of their parents’ attitude towards it. Though some students do not engage in examination malpractice, students generally believed that examination malpractice is determined by systemic failure.

4.2 Factors that determine examination malpractice

My respondents observed that examination malpractice is determined by personal, family, social, institutional and socio-economic factors.

4.2.1 Personal factors that determine examination malpractice

Some students engage in examination malpractice because they do not have the skills of reading and understanding. They were not taught skills for learning. Some read but during the examination they forget what they have read and some do not “trust themselves” that they will remember what they
have read in the examination hall. Teachers have to teach them how to read in order to understand:

*Why students cheat in exam is that we don’t know how to learn, we don’t know how to study, we don’t know how to read, we read anyhow, we don’t know how to read and understand*

(Theresa, 13, St. Alphonsus)

Some students are lazy with reading; they don’t make the “effort to read”. They don’t read because some use the time allocated to reading for partying, watching films and playing football. Some students are not “determined” to make an effort in their classrooms; some may not understand their teachers but they will not ask questions, because they feel too shy to ask questions. They would not like to appear unintelligent to their peers. Students and teachers perceived that some students are not serious with their studies. Such students don’t do their assignments and don’t make the effort to learn. Students blame peers for engaging in examination malpractice because the problem for offending is located in the students – lack of effort.

*Students of this time don’t read, they depend on other students for their success in examinations and this exam cheating is becoming part of the students*

(Chiagozie, 15, St. Albert)

*Students... don’t read. At times, teachers teach but they do not read. You give them assignment, they don’t do assignment. They go back to their houses to watch TV and video and play records. Some of them are not serious*

(Teacher, St. Monica)

*Most students cheat because they are not prepared for the exams... they may have the teachers but they are not ready to learn*

(Chikaobi, principal, St. Alphonsus)

Students involve themselves in examination malpractice when they do not have confidence that they will pass. This lack of confidence appears in two
ways: poor preparation for examinations and poor teaching. Students have the feeling that their teachers don’t provide “chances” for them and don’t teach them well. They set examinations on areas they have not covered properly in the class. Engaging in examination malpractice is seen as a way of taking revenge on those teachers. Students in St. Albert observed that examination malpractice rarely occurred in the subject of one of their teachers because they were confident they would pass because the teacher is skilled:

Students were very confident in themselves when he was teaching us ... his note of lessons are very concise and easy to understand

(Chukwudi, 17, St. Albert)

Some students have taken external examinations more than once and there is a feeling of urgency and frustration in them to achieve their results at all costs. They would like to enter university with their peers and they are desperate to do so. They are prepared to take any short-cut that guarantees them success;

I was desperate of having English because I have been having it B7... Three times of writing exam, so this last one, I was like no I can't write English again, I can't be repeating WASSCE every year. So I had to register in a special centre so that they will help me during the examination

(Anna, 18, St. Albert)

Some students don’t have people to advise them on the values of examination integrity. Such students see examination malpractice as a way of attaining their grades. They engage in examination malpractice because they do not understand its effects: nobody has advised them or told them how such malpractice will affect their lives. They take exam malpractice “as an elevated culture: that is a way of life”. Some students are used to the fact that they will pass “whether they read or not” because school “authorities are weak and nobody will hold them”. Truanting students and students who are always late
for lessons usually indulge in examination malpractice because they often seek help from peers in examination.

Students engage in examination malpractice because they have friends that don’t read but prefer to engage in examination malpractice. Such friendships are considered to be “bad company”, “they walk about during lessons” and leave the school at will and “disobey schools rules”. Engaging with such friends “influence negatively and a member must be forced to cooperate”. They are influenced by their less serious friends because once “you keep a good company, I don’t think you will find yourself cheating but if you keep a bad company, they will influence you” (Charity, 14, St. Albert). Teachers responded to open ended question on the teacher questionnaire: why do students engage in examination malpractice? Some answers given by teachers highlight personal reasons students engage in examination malpractice:

- They don’t read their books
- They lack confidence in themselves
- They want to pass by all means
- They want to forge ahead with their peers

(Teacher, St. Monica)

- To make good grades
- To obtain certificate
- To gain admission to higher institutions
- To avoid being labelled a drop-out

(Teacher, St. Albert)

- Most students are very lazy to work
- They do not study at home
- Most of them are truants
- They are not serious with their academics
- Most of them are too conscious of materialism

(Teacher, St. Alphonsus)

I perceived students’ motivations (mastery goal and performance goal) regarding their education through the student questionnaire. Students were
asked on their questionnaire: (i) *the purpose of your education is* (ii) *teachers don’t care if you cram and get high mark* (iii) *you always try to get higher marks than others in the class*. To the first question, students had 3-point options: 48.3% study in order to get good certificates for good jobs; 2.5% study to get good grades and 49.3% study for understanding and for self improvement. For 2nd and 3rd questions, see Table 7:

Table 7: **Students’ goal orientation**

<table>
<thead>
<tr>
<th>Students’ Perception</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1 Teachers don’t care if you cram and get high mark</td>
<td>61</td>
<td>30.35</td>
<td>60</td>
<td>29.85</td>
</tr>
<tr>
<td>2 You always try to get higher marks than others in the class</td>
<td>131</td>
<td>65.17</td>
<td>61</td>
<td>30.35</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”

Over 95% of students study to get higher marks than others in the class (performance goal) and over 60% of teachers do not care about students studying in order to learn (mastery goal) but to get high marks. Research shows that students who are performance oriented are not likely to make effort when they encounter difficult tasks in their learning (Dweck 1986). Such students believe that they cannot improve on their ability through their personal effort (Dweck 1986). There is a climate of competition in their schools and competition is a determiner of examination malpractice. This view is similar to the finding of Murdock et al. (2004) that students who are performance oriented are more likely to engage in examination malpractice.

**4.2.2 Family factors**

Respondents perceived that parents contribute to the examination malpractice of their children by not providing them with the necessary materials needed
for their studies. In some situations, the poor attitude of parents towards the education of their children results from poverty. Some students are absent from school so “as to get money for their fees”. Also, some parents don’t give their children the opportunity to study at home. Their children return from school and go to the market to make some money in order to help the family feed.

*Some students cheat because they come from poor families. They can’t buy books needed in the school. When they come back from school they go to the streets to sell pure water, so that the family will eat. At the end, they have no time to read their books*

(Damian, 16, St. Alphonsus)

Students also go to their parents’ shops to help out after school especially if the school is located within the business area. The effect is that these students become interested in their parents’ business and in turn their interest in education starts to dwindle. They start seeing education as not necessary for a successful life. Since their parents have paid their school fees, they see it as an obligation to be successful in order to save their image:

*everyone knows that the parents suffered to bring him or her into the school and therefore will not like to leave the school because of failure in examination. So they will feel like, instead of avoiding this examination malpractice, let us do it at least to save our image*

(Ekene, 16, St. Alphonsus)

The effect of family factors on examination malpractice is lacking in much of the literature on the subject. This lack could be attributed to the places the research was carried out. Students engage in examination malpractice because of pressure from parents. Some students come from families where parents threaten their children with punishments if they fail their examinations or fail to be in the first six in the class. Such students will “go an extra mile to
make sure they are in the top six”. Sometimes parents tell their children that they would stop paying their school fees or they will start “comparing you with other students as blockheads and you feel neglected”. Students in this situation feel compelled to pass even through illegal means- examination malpractice.

4.2.3 The social factors
The corruption in the country has negative effect on students’ perception of engaging in examination malpractice. Some students don’t see anything wrong with examination malpractice because they see “corrupt practices daily in the society; in government offices, there are sharp practices, bribery and corruption” (Ukachukwu, Principal, St. Albert). Students observed that politicians and some of their elders are corrupt and their involvement in examination malpractice is part of this corruption. They have also witnessed elements of corruption among school authorities. Such experiences have made them feel that “the easiest way to make it is through cheating” and students who are in such climate may decide “to follow suit, to imitate the older generation” (Ukachukwu, Principal, St. Albert).

The “functional value” attached to the certificate they will receive on graduation is another contributing factor. There is “over emphasis” on paper qualifications; “educational credential became anchored in our economy as a necessity for the majority of workers” (Davis et al, 2009). These certificates guarantee students future employment and well being as there are no social security benefits in the country. If students don’t have good results on graduation, they are “in real trouble”; it is that certificate that will entitle them to “a job, higher studies and elected offices”. Similar findings are seen in the
study of Noah et al, (2001). Callahan (2004) shares such a view, maintaining that students are under pressure to engage in examination malpractice because of the economic gains that accrue from their certificates and because of the corruption witnessed often in judicial, political and financial spheres.

4.2.4 Institutional factors
The context of schooling has an effect on students’ motivation to engage in examination malpractice. These contextual factors include: poor pedagogy, over population of students, poor relationships amongst school community, lax leadership and a competitive climate.

(i) Poor pedagogy
Students’ perceived that they engage in examination malpractice because of the teaching and learning climate in their schools. They do not receive quality teaching in some subjects. Students in Sts. Monica and Albert emphasized the poor quality of teaching in physics; they are “not being taught well”. Some teachers were perceived as “not equipped to be in the secondary schools”, “unskilled teachers” and such teachers teach them “irrelevant” topics. Students lose interest in such lessons. Students’ interpretation of poor teaching was characterised by six teaching failures: unskilled teaching, lack of student understanding of lessons, schemes of work not covered, lack of practicals, and poor illustration of lesson topics and lack of teaching materials. Some students’ comments that portray the above interpretations are seen on Table 8 below.
Table 8: Students’ comments on the quality of teaching which affects exam malpractice

<table>
<thead>
<tr>
<th>Name</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercy, 14, St. Monica</td>
<td>Some teachers only kept talking and reading what was found in the textbooks without illustration and practical to back it up. Some teachers do not finish their scheme of work before the exams come up</td>
</tr>
<tr>
<td>Uchenna, 17, St. Albert</td>
<td>I want to point out the issue of unqualified teachers; some teachers are not qualified to teach… because if you don’t have something upstairs you can’t teach. If you do not teach a student what he is supposed to know, definitely you are pushing him to do what he is not supposed to do</td>
</tr>
<tr>
<td>Clay, 17, St. Monica</td>
<td>How can a student who did not understand a particular topic go to the exam and you expect the student to have holier than thou attitude, nobody wants to fail and fail-out</td>
</tr>
<tr>
<td>Ukachukwu, principal, St. Albert</td>
<td>You have the poor methods of teaching: the students are not adequately prepared for the exams. One is that some of the teachers are the product of exam malpractice so they can’t teach what they don’t have</td>
</tr>
<tr>
<td>Bene, 17, St. Alphonsus</td>
<td>Inadequate use of teaching materials by the teachers... because if teaching materials are used in teaching students they can easily remember what they are taught in time of exam. Inability of teachers to make use of examples while teaching also helps to contribute to students’ cheating in exams.</td>
</tr>
<tr>
<td>Stephanie, 18, St. Monica</td>
<td>Teachers that teach with lecturing method instead of real teaching cause students to cheat because some students do not understand that method of teaching</td>
</tr>
<tr>
<td>Geraldine, 16, St. Alphonsus</td>
<td>Some teachers do play and chat too much while teaching which will make the student to think that the subject is not necessary. Also some teachers do shout while teaching which distracts the student attention</td>
</tr>
</tbody>
</table>

The behaviour of some teachers enhances students’ likelihood of engaging in examination malpractice as seen from the above table. Students discuss issues such as: some teachers do not give enough explanation and many of them do not give enough practical examples so that students do not understand the lesson. Some teachers do not come to school regularly and when they attend school, “some come to the class and just sign and leave”. Also, some teachers lack subject knowledge and skills to communicate the
subject. Students attributed this lack of subject knowledge to the fact that these teachers have got their certificates through examination malpractice. Such teachers do not attend to student questions, they do not cover the scheme of work and they do not use necessary materials needed for proper teaching and learning. Such conditions expose students to examination malpractice because they are poorly equipped to take examinations/tests confidently. Students also emphasized that some of their teachers do not use examples familiar to them while teaching, such teachers ‘lecture’ instead of teaching. Their idea of lecturing is giving a synopsis of a topic. Some teachers overly play and chart with students thereby wasting lots of time meant for engaged learning. Some teachers give notes without explanations. Teachers do not give “enough written exercises” and some teachers do not give students sufficient “guidelines” during examinations. Thus, the teacher might be in the school but the “amount of knowledge generated in the schools is not enough” to give students the confidence that they will pass their examinations without illegal external help. These attitudes to teaching were seen as impeding learning and understanding and ultimately motivating students to engage in examination malpractice.

Students rationalised over their engagement in examination malpractice. They blame poor pedagogy for their engaging in examination malpractice. Also, they blamed teacher attitude to teaching for their lack of interest in some classes. They see engagement in examination malpractice as a way of compensating for what they should have been taught. They are less likely to blame peers who engaged in examination malpractice for three reasons: they didn’t understand the lesson topic, they perceived the “cause” outside of
themselves and they perceived themselves to be likely to commit the same
offence in future.

I don't blame them [for cheating] because you don't expect somebody that
didn't understand something to get that from the heavens so that she will
pass

(Okwuchukwu, 14, St. Monica)

Similar effects of poor pedagogy on examination malpractice are outlined by
al, (1999). In these studies, students cited their classrooms as less
personalised, less task oriented, low teacher pedagogical competence and
receiving less care from teachers.

Teachers perceived that the high frequency of examination malpractice in
their schools is also determined by poor academic facilities in their schools.
The government has not given their schools enough materials needed for
quality learning, such as equipped libraries, laboratories, good classrooms,
good teaching facilities and motivated teachers. Conditions in their schools
make some students dread going to school.

Students look at the school as a place for punishment. So when they come
home, they want to rest. So they don't read

(Ejiofor, principal, St. Monica)

(ii) Over population

Schools in urban areas are overpopulated due to government establishments
and markets in those areas. Some classes in St. Monica have a population of
70 – 80 students. There are no spaces for teachers and students to move
freely. Some teachers do not give engaging assignments and tests but prefer
objective questions and easy-to-mark assignments and tests because they
find it difficult to mark huge examination scripts.
Our schools have this problem of large class size and therefore teaching and learning appear not to be as it should be

(Teacher, St. Monica)

In this school our buildings are good but not enough for the students. Our population is so much in the school, so in our school, class A and class B stay in our class, C and D stay in one class. So that is how we do it

(Lucy, 13, St. Monica)

Because of over population, sometimes teachers don’t give again proper test, real proper assessment during teaching. You have to give them those things you will be able to mark. I find it difficult to mark their exam scripts and I have no alternative than to set the type of questions I can mark

(Teacher, St. Monica)

Over population of students affects the quality of invigilation of examinations and tests. In over populated classes, teachers don’t have enough space to walk around in order to check for students who are engaging in examination malpractice, rather teachers have “only that position he or she will stand, he or she can’t move round”. Students are likely to collude with peers in such seating arrangements. The study of Nowell et al, (1997) also found that students are more likely to engage in examination malpractice in overcrowded classrooms than in classrooms with fewer students.

Students in St. Monica perceived that the law of the school, “fail and fail-out” contributes to examination malpractice. If the average score of a student in all subjects in one academic year is below 50%, the student leaves the school. Student felt that this law was initiated based on the population of students. Students are trying to get the 50% average mark in order to remain in the school and those that cannot get this mark through personal effort during examinations, “try to cheat so that they will get the required mark”.


(iii) poor teacher-student relationship

Poor teacher-student relationships not only hinder students from learning but also encourage examination malpractice. Students do not ask questions even when they do not understand the topic because of their perception of teacher behaviour. They are afraid of their teachers: some perceived their teachers to be “hostile to students”, “abusive”, “harsh”, “not friendly” and “snooty”. They perceived some of their teachers as uncaring and not interested in their learning:

*Teachers that are rude and hard on students will make them have hatred on such teachers and on their courses causing the students to cheat in exams*

(Immaculate, 15, St. Monica)

*Sometimes, when teachers are in the class, they will be writing on the board, they will not be audible enough so that students will hear them. When we tell the teacher that we do not understand him, he will tell us that it is our own cup of tea... that it is our own business*

(Cordelier, 15, St. Albert)

Students develop a liking for teachers that respect them and they develop the same liking for the subjects these teachers deliver. They make effort to pass those subjects.

*Students like teachers that respect them…they will like you as a person and give in all he or she has to pass that subject .Once a student hates a teacher, there is no way that student will like the subject*

(Obiageli, 17, St. Monica)

*Teachers, some are very snooty, should I use snub, they are very snub. If you ask them, let say now aunty, please I didn’t understand this question. She would say, I have done my own work, I can’t repeat myself, you better go and do the research. So when the student can’t do the research, what is the work of the teacher?*

(Juliana, 18, St. Alphonsus)

Students are specific about some deficient aspects of teacher behaviour that enhance poor relationships with their teachers: poor pedagogic skills (poor teaching, absenteeism and lack of explanations); unfriendly attitudes and poor
behaviour (punishment, discouragement, abuse). These are shown in Table 9 below. The relationship between teachers and students is also affected by how teachers punish students when there is breach of school rules. Students observed that some teachers punish students ‘mercilessly’; teachers flog them, send them out of the class and at times ban them from entering their lessons. Such students become afraid of those teachers during lessons; they do not pay attention to them and during examinations such students engage in examination malpractice because they would like to pass.

*Imposing hard labour on student when lessons are going on such as manual labour and other hard work as a means of punishment to students scare them from lessons and from studying such subjects*

*(Joel, 17, St. Albert)*

*Teacher’s behaviour sometimes scare students away from understanding the lessons because some of them flog their student mercilessly, when students enter their class they will be very quiet because of the shock of the punishment from such teachers*

Students showed disaffection for their schools. The disaffection was revealed in the student questionnaire. Students were asked: *would you recommend your school to a relative looking for a good school?* While 84.1% would do so, a good percentage would not recommend their schools (15.9%). Also, 36.8% of students disagreed that *teachers care for students’ wellbeing* while 63.2% agreed to the view. Teachers were asked on their questionnaire whether *teachers are respected by students.* Though a good number of teachers agreed to the view (80.7%), a worrying percentage (19.2%) showed a lack of respect for teachers by students. My perception of the student-teacher relationship during focus group interviews with students was that of fear for their teachers instead of a positive relationship (3.5.5).

*(Morris, 16, St. Alphonsus)*
Table 9: Teacher behaviours that students dislike

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eloka, 16, St.</td>
<td>In my school, there is this teacher who teaches us maths. What she normally does is that she will write note, she can’t even explain the note. So that when she comes to the class some students will start to go out because she does not know how to teach</td>
<td></td>
</tr>
<tr>
<td>St. Albert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edmond, 15, St.</td>
<td>Some of them are so good in giving punishments unnecessarily without you committing any offence. They punish without giving reasons for punishment</td>
<td></td>
</tr>
<tr>
<td>Alphonsus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ozoemena, 17, St.</td>
<td>Some of them don’t teach very well and still they are not good at giving marks to students and abuse students unnecessarily</td>
<td></td>
</tr>
<tr>
<td>Monica</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collette, 15, St.</td>
<td>Their inability to teach, bad hand writing or their mode of dressing. They are not friendly with the students</td>
<td></td>
</tr>
<tr>
<td>Albert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cathrine, 18, St.</td>
<td>Some of them are strict to a fault and students tag them ‘wicked’ teachers</td>
<td></td>
</tr>
<tr>
<td>Monica</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Echezona, 14, St.</td>
<td>They discourage students a lot...they usually tell students that no matter how you read, that you are not intelligent</td>
<td></td>
</tr>
<tr>
<td>Alphonsus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chidolue, 17, St.</td>
<td>Some always copy directly from the textbook without putting their own initiative. They usually don’t ask questions in class thereby not knowing the academic level of their students</td>
<td></td>
</tr>
<tr>
<td>Alphonsus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matter, 14, St.</td>
<td>They don’t attend class on regular bases</td>
<td></td>
</tr>
<tr>
<td>Albert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grace, 16, St.</td>
<td>They don’t have patience with the students when teaching; all they know is just to teach and go whether the students understand or not it is none of their concern</td>
<td></td>
</tr>
<tr>
<td>Monica</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monica, 18, St.</td>
<td>Some of the teachers that are disliked by the students are lazy, in fact too lazy to stand up while teaching; they would keep requesting for seats while in the class so that they can sit down and teach</td>
<td></td>
</tr>
<tr>
<td>Albert</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(iv) Leadership condones exam malpractice

Students can’t stop exam malpractice because in some schools teacher encourage students to do it. Some principal bribe supervisor so that the supervisor will leave them to do what they liked in external exams

(Laureate, 15, St. Monica)

Students engage in examination malpractice where school authorities encourage it. Teachers support examination malpractice mostly in external examinations like WASSCE. Institutional support for examination malpractice is seen in both public and private schools. Students maintained that some
school authorities collude with students and exam invigilators so that students will pass well and the school will achieve a 100% pass. This perceived success enhances the image of those schools and more candidates are attracted to the schools. Teacher promotion is partly based on the success of students in external examinations. Some schools have made a name for themselves in the past for academic achievement, such schools want to “retain that name” by enabling their students to engage in examination malpractice. Students are more likely to engage in examination malpractice where teacher attitude to it is interpreted by students as ‘soft’, ‘weak’ and “indifferent”.

*Teachers that are not too serious with anything they do can make students to cheat because they will say that the person will not do anything*

(Agatha, 14, St. Monica)

*Teacher behaviour can cause a student to cheat, if the teacher is very soft hearted, because before a student can cheat in a particular course he or she must know how strict or soft the teacher is*

(Cornelius, 16, St. Alphonsus)

In some schools, especially private schools, examination malpractice (external examinations) is organised by school authorities in such a way that students from other schools enrol in their schools for the purpose of being helped during examinations. Such private schools have a social stigma: “special centre”, “magic centre” and “private centre”. Respondents used different nuances to describe such centres: “where it is easy to cheat”, “easy way”, “where success is guaranteed”, “paying for certificates”. Students leave their schools and go to such centres during external examinations for a
reason: when they lacked the confidence that they will pass because their present school has not prepared them enough for the examination.

   This is because they don’t have confidence in themselves, so they decide to relocate where exam malpractice is encouraged in order to get good result

   (Sylvester, 15, St. Alphonsus)

Students leave their schools and go to private centres because “almost all government schools don’t make their results”. Government schools don’t make good results because there is a poor learning climate in their schools: there is laxity among the school authorities.

   Actually, I will put it this way that the school authority is not too strong, because, whereby teachers will be in the class and student’s will be outside playing doing whatever they like, moving about. The teachers will not ask them to go inside the class

   (Chidiogo, 15, St. Albert)

   They are leaving because administration is weak

   (Kate, 14, Albert)

The effect of students leaving their schools for special centres is more pronounced in public schools in the villages where the population of students in exit examination classes is usually small.

   If you take my school as an example, I promoted 50 students to SSS3 but now I have less than 20 remaining...others have carried their lockers and packed out of school to these magic centres...Last year the same thing happened...I promoted 45 from SSS2 to SSS3 and in the end I couldn’t get up to 10

   (Ukachukwu, principal, St. Albert)

Students in Sts. Monica and Albert expressed reservations about private centres; they see them as “the thing that corrupts the Nigerian examination system”. Examination malpractice “occurs more frequently, more voluminously” in private schools than in public schools. It is more prevalent in
some private schools for two reasons: when they perform well in external examinations, people “will continue to go there, saying they are doing fine”. Also, schools make money from it: as it is run as “their business” and “their own main market”. The study shares similar findings with McCabe et al, (1999); Barnett et al, (1981) and Anderman et al, (2007) that students are more likely to engage in examination malpractice where teachers care less about examination malpractice. Thus “a lax approach to preventing cheating may lead some students to feel that teachers do not care about them or their learning” (Anderman et al, 2007:203).

(v) Competitive climate

Emphasis is placed on passing examinations in schools instead of emphasis on learning how to understand. Teachers emphasise how to pass examinations rather than how to acquire knowledge for its own sake. The learning climate in schools is that of academic competition: some students perceive their lives in school as both “comparative and competitive”. They feel the urge to engage in examination malpractice because they would like to be seen as intelligent, to perform better than others and to “get position” in the class. They see their peers using illegal means to “perform better” than them and they are enticed to join them. The competitive climate which engenders the desire to perform better than others motivates both intelligent and less intelligent students to engage in examination malpractice.

*It does not matter if you are intelligent or not. It matters if you believe in yourself that you can solve the problem and you do it*  
(Innocentia, 15, St. Monica)

*Nigeria runs an examination system, the emphasis is on passing exams and not on knowledge…the effort is to pass exams. Hence more students*
prepare for exams not knowledge

(Ukachukwu, principal, St. Albert)

The effect of competition on examination malpractice is shown in the works of Anderman et al, (1998) and Taylor et al, (2002) who found that pressure to succeed made the highly achieving students interviewed more likely to succumb to examination malpractice.

4.3 **Attitude of students’ and teachers’ towards examination malpractice**

This section addresses students’ methods of engaging in examination malpractice and attitude towards peers who engage in it. Students engage in examination malpractice in different ways, in internal or in external examinations. The most frequent method of examination malpractice in internal examinations is collusion between peers. In some external examinations, it is both collusion between students and organised crime in which some school authorities and examination officials are involved and there is monetary exchange (4.3.1. below).

4.3.1 **Methods of examination malpractice**

   (i) **Bringing illegal materials into the examination hall:**

Students use cheat papers in the examination hall (29.35%). These cheat papers have been prepared prior to the examination. In some cases, students have prior knowledge of examination questions (24.38%) or have a clue to them through teacher emphasis and explanations because “some teachers tell students what is to come out in the exam”. Students hide their textbooks in their lockers, some write the answers on top of their lockers and when they are being examined, they will copy from these textbooks/lockers. They “smuggle” handouts or “key-points” into the examination hall and these
materials help them to answer their questions. They hide possible examination answers on their bodies where teachers cannot search.

(ii) Electronic malpractice:

Students type in important points/formulae in their cell phones and take these cell phones into the examination hall. There is less emphasis on this by student and teachers because this behaviour is seen during exit/external examinations. This method of examination malpractice is similar to those observed in A-level and GSCE examinations in Britain (The Times Educational Supplement, 2/2/2010).

(iii) Collusion between peers in the examination hall:

Students help their friends illegally in the examination hall (81.09%). This help can be oral in which a student gives another student answers to some questions or it could be in written form, in which a student writes answers on the examination paper and passes it to a friend or to others to copy. Thus, there is a deliberate act of exchanging information illegally in the examination hall. Collusion among students for A-level and GSCE was also observed as one of the most occurring methods of examination malpractice in Britain (The Times Educational Supplement, 5/2/2010). Some students use signs to communicate their answers to others. This is possible mostly with objective questions, and teachers have no idea of these signs.

Some have signs; they use signs. You as the examiner might not know and they will say “a” is this, “b” is this, you think that he is doing a different thing but not knowing that he is telling the other person answers to objective questions

(Teacher, St. Monica)
(iv) **Bribing supervisors:**

The most “popular and easy” method of engaging in examination malpractice during external examinations is to “settle invigilators”. It is the safest method because the supervisor will write a good report on the conduct of the examination and students’ results will not be excluded by the examination board except for where there is very obvious proof. It is the easiest method of engaging in examination malpractice because when the supervisors have been “bribed”, any form of malpractice can be used: some students will copy from their textbooks; the school teacher will write on the board for students to copy or dictate answers for students to copy.

(v) **Impersonation:**

Students register for external examinations but other people take the examination for them. This method of examination malpractice was not mentioned in school internal examinations. This is rarely the case in examinations which are taken only by students still in secondary schools like WASSCE. This practice is seen in examinations like General Certificate of Education which is mainly for students who have graduated from secondary schools but have not got the required results.

*Somebody registered for the exam but wasn’t around on the day of the exam. But she went and paid the supervisor. The supervisor will take out a script outside, mercenaries will write, they will take it in and mark the person present. I was there, I was writing for somebody as well*

(Rosita, 18, St. Alphonsus)

Respondents neither mentioned getting materials from the internet nor plagiarism as methods of examination malpractice. They commented that their assignments were based on their class textbooks.
4.3.2 Attitude of students towards peers who engage in examination malpractice

This section examines peer reporting on examination malpractice and when students are not likely to report peers and the care about examination malpractice in their schools. It also examines students’ perceptions of the effects of examination malpractice.

(i) Responsibility

Students expressed views on the conditions under which they will report fellow students for examination malpractice: students will report peers for examination malpractice if they are obliged to do so by school rules and regulations. They will be encouraged to report peers when they see that reported cases of examination malpractice were “handled well” and students who were involved were punished. They will report offenders where school authorities support students who report peers and school authorities want to “stamp-out” examination malpractice.

Students will report those who cheated in examination but the problem is; will they be punished? I will say that where teachers punish those who committed exam malpractice students will be encouraged to report cheaters

(Benedicta, 15, St. Alphonsus)

(ii) Commitment to education

Students will report peers who engage in examination malpractice because they feel uncomfortable with such behaviour. Some students “hate such acts” and are “not happy” to see some of their peers doing them. They will report peers who are engaging in the act in order to “help the situation” and to stop others from engaging in examination malpractice.
There are some students that don’t accommodate cheating; that if you are cheating beside them they will just tell the teacher. Because if they tell the teacher, the other person sitting beside him will not have the chance to cheat and may stop it

(Cajetan, 15, St. Albert)

Students will report peers who engage in examination malpractice in order to preserve the dignity of their school. Some “good ones” do not like peers to engage in such actions because they may continue such actions in external examinations and the visiting supervisor will write a bad report against their school. It will be “a shameful thing” to the school and the image of the school will be affected. They will report peers in order to maintain their own integrity. Reporting a peer is seen as making “one to be honest”, though other students may not be happy with the peer who is doing the reporting.

(iii) Disruptive peers

Peer report on examination malpractice is evident when students want revenge on peers who disturb them in the classroom. Some students make noise in the class, they do not read and they prevent others from reading. During tests and examinations, they try to get answers illegally from their textbooks in order to pass. They will report such disruptive peers for examination malpractice because the latter will get more marks than those who were disciplined in the class. It “pains” students who make the effort to read to see “unserious ones” get higher marks than them through illegal means.

Students will report other students who cheated in exams because first of all a student wouldn’t like the other person to pass him through examination malpractice

(Celestine, 14, St. Alphonsus)
Peer reporting is likely where there is a poor relationship between students; peers are reported because they are considered the “enemy”. Reporting peers for examination malpractice is seen a “help” to them because if they are not reported “you are also helping him to be useless”.

(iv) When students are not likely to report peers

Students shared their concerns on why some students may not be keen to report peers for examination malpractice. Some students are “hard hardened as regards friendship” therefore they will find it very difficult to report friends for examination malpractice because of peer affiliation. They would prefer to advise their friends on positive ways of passing examinations instead of reporting them to school authorities. Some students feel indifferent on observing examination malpractice; they do not see it as their duty to take action because they are not empowered to take action. They perceive that it is the duty of school authorities to prevent examination malpractice. They do not like to report their friends and see them punished. When a student is reported for examination malpractice, other students may not be happy with the reporter. Some students may become the reporter’s “enemy”. The reported student may form “a gang” against the reporter with the intention to harm.

(v) Student views on peer engagement in examination malpractice through questionnaires

Attitudes towards peers who engaged in examination malpractice

To perceive the attitude of students towards peer offenders, I asked students some relevant questions on the student questionnaire: (i) suppose you saw a student engage in examination malpractice, what do you do? (ii) if the exam
Suppose you saw a student engage in examination malpractice, what do you do?

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tell other students about the malpractice</td>
<td>15</td>
<td>7.46</td>
</tr>
<tr>
<td>2</td>
<td>Behave as if you didn't see it</td>
<td>49</td>
<td>24.38</td>
</tr>
<tr>
<td>3</td>
<td>Report it to the teacher</td>
<td>93</td>
<td>46.27</td>
</tr>
<tr>
<td>4</td>
<td>Confront the offender</td>
<td>44</td>
<td>21.89</td>
</tr>
</tbody>
</table>

If the exam offender was your friend, what do you do?

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Behave as if you didn't see it</td>
<td>36</td>
<td>17.91</td>
</tr>
<tr>
<td>2</td>
<td>Report it to the teacher</td>
<td>21</td>
<td>10.45</td>
</tr>
<tr>
<td>3</td>
<td>Caution your friend, but not report it</td>
<td>135</td>
<td>67.16</td>
</tr>
<tr>
<td>4</td>
<td>Tell other students about the offense</td>
<td>9</td>
<td>4.48</td>
</tr>
</tbody>
</table>

As seen on table 10 above, 31.84% (7.46 + 24.38) of respondents would not be disturbed when they witnessed examination malpractice. Students are less likely to tell other students about examination malpractice observed, or report it to a teacher, if the offender is a friend. They are more likely to report a peer if the latter is not a friend. They are more likely to behave indifferently to examination malpractice by peers than to that committed by a friend. Students are less likely to report a friend to teachers for such malpractice but would prefer to advise the friend. They are likely to confront peers who engage in examination malpractice whether a friend or not if given the power. Similar findings about student indifference to examination malpractice were reported in Jendrek (1992:270); “more than one third of the students said their attitude toward the offending student was one of indifference” and in Baird (1980:517); “40.5% would not be disturbed and would do nothing.”
(b) Attitude towards effects and care about examination malpractice

I perceived students’ views on the effect of examination malpractice and on the attitude of their teachers towards it by using 4-point Likert scale. Students answered five questions, (Table 11). A number of students observed that examination malpractice by a peer affects others (80.6%) but surprisingly, more that 19% disagreed with the view. The majority of students also agreed that examination malpractice is morally wrong (90.03%) and that it is not acceptable in any circumstance (86.57%). Students’ perception of the ethos in their schools made them agree that teachers are less disturbed by examination malpractice in their schools (61.7%) and that teacher’s handle examination malpractice individually as they liked (66.67%).

Table 11: Students’ perceptions of effects and care about exam malpractice

<table>
<thead>
<tr>
<th>Students Perception</th>
<th>Response Categories</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
</tr>
<tr>
<td>1 Exam malpractice by a student affect other students</td>
<td></td>
<td>74 36.82</td>
<td>88</td>
<td>43.78</td>
<td>26 12.94</td>
</tr>
<tr>
<td>2 Exam malpractice is morally wrong</td>
<td></td>
<td>131 65.17</td>
<td>58</td>
<td>28.86</td>
<td>6 2.99</td>
</tr>
<tr>
<td>3 Exam malpractice is not acceptable in any circumstance</td>
<td></td>
<td>106 52.74</td>
<td>68</td>
<td>33.83</td>
<td>20 9.95</td>
</tr>
<tr>
<td>4 Some teachers don’t care about exam malpractice</td>
<td></td>
<td>38 18.91</td>
<td>86</td>
<td>42.79</td>
<td>52 25.87</td>
</tr>
<tr>
<td>5 Teachers handle exam malpractice as they like</td>
<td></td>
<td>49 24.38</td>
<td>85</td>
<td>42.29</td>
<td>47 23.38</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”

The above data shows that many students are aware of the effects of examination malpractice and that it is not acceptable but they still offended. Students may have reasoned that their engagement in examination malpractice was determined by outside factors over which they have no control. They may perceive that their offence is determined by classroom

In agreement with this study, Murdock et al., (2004) observed that “the decision to cheat is not governed simply by a person’s absolute sense of whether it is right or wrong but by the extent to which the person can rationalize cheating in a given situation” (p.775).

4.3.3 Teachers’ attitudes to examination malpractice

Teachers perceived that students will report peers for examination malpractice when they “gain” the confidence of their teachers and principals. Students will be willing to work with teachers and report offenders to teachers if there is a positive relationship between students and teachers.

I have it in my class, when they see anybody opening any paper when we are doing exam, even when my attention is not there, you see another student calling me, aunty, come and see, she is opening her textbook

(Teacher, St. Monica)

Students will also report fellow students to school authorities when they are convinced that school authorities do not agree with examination malpractice and encourage students to report it. Students will report fellow students “if given the power”. The principal of St. Monica noted that, as class prefects report fellow students for breaching class rules, students will report fellow students for examination malpractice. Periodically, she asked students to write the names of noise makers, thieves, malefic students and those who engage in examination malpractice and they write anonymously. Thus, where students are encouraged to report peers some will do so.
Students will report fellow students for examination malpractice where students who engaged in it by using “cheat paper”\(^8\) did not share the cheat paper with peers. Male students normally share cheat papers with friends, but if the student used the cheat paper alone, peers are likely to report him as a revenge for his actions. If other students benefited from the examination malpractice, they are not likely to report a peer for examination malpractice. They appear to have a bond of no reporting among them:

> From observation here, students don’t normally report anybody, any of their colleagues. It appears they have a sort of understanding among themselves, that even when a student brings out note book in the exam hall, others do not report

(Ukachukwu, St. Albert)

Teachers perceived that in schools where there is emphasis on morality and religion, students are more likely report peers for examination malpractice. The religious conviction of those students impels them to report such deviant acts.

> Those of them that call themselves Christians, when they see certain things going on in the exam they will call you, draw your attention as a teacher secretly towards the direction. It is now left for you as the invigilator or supervisor to act

(Teacher, St. Monica)

To perceive teachers’ attitudes to examination malpractice, teachers were asked in open ended questionnaire what they did when they observed it. Teachers’ attitudes to incidences of examination malpractice in the three schools are similar. When they observed it, teachers did following: subtract marks from these students, change the position of students, tear student’s

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\(^8\) Cheat paper: A paper students have written answers or formulae to questions they suspect would come out in the examination
paper, punish students or give students fresh paper to write. Some of their answers include:

Stop any information or material that aids the cheating. Collect her answer scrip from her and give her a fresh one to start over and change her position

(Teacher, St. Monica)

I seized what they were copying from
At times, I stood them up
I exchange their seats
Reduce mark from them

(Teacher, St. Albert)

I will tear your script. Fail you in the paper. Send you on manual labour. Give you fresh script and monitor you to start afresh

(Teacher, St. Albert)

I took away the written material she came into the examination with and the answer sheet, gave her another answer sheet to start afresh. She was destabilized because all her hope was in that copied material

(Teacher, St. Alphonsus)

Teachers’ attitudes to cases of examination malpractice observed are not encouraging. A common approach adopted by teachers is to give the offender another paper to start writing. Students are likely to interpret this as teacher weakness and that teachers do not care about examination malpractice. This attitude of teachers and the consequent perception derived from it by students encourage more involvement and neutralisation of the offence.

I captured teachers’ views on attitudes towards examination malpractice on their questionnaire by using a 4-point Likert scale, strongly agree, agree, disagree and strongly disagree was used. Teachers answered these questions: (i) Cheating is not taken seriously by some teachers (ii) teachers handle exam cheating individually. Surprisingly a good percentage of teachers agreed that some teachers do not take examination malpractice seriously (46.2%) while a greater percentage of teachers objected to the view (53.8%).
Also, many teachers accepted that teachers handle examination malpractice individually (61.5%) while some teachers objected to the view (38.5%). A high percentage of teachers that were in agreement with the questions showed that some teachers are not committed to examination integrity in their schools. In such situations, examination malpractice is more likely to occur (Jendrek 1989). There is agreement between teachers and students on the following: bond of friendship between students hinder them from reporting peers; teachers cared less and handle examination malpractice individually.

4.4 Prevention of examination malpractice in the three schools
This section examines students and teachers perspectives on the consequences of, and communication of rules on examination malpractice. It also explores respondents’ understanding on preventing examination malpractice in their schools.

4.4.1 The consequences of examination malpractice
(a) Personal effects
Students perceived examination malpractice as a behaviour that limits them from achieving their academic/life ambitions. It is a mark of poor discipline, and students who are involved in it receive certificates or merits they do not deserve. It leads to cancellation of students results in external examinations by examination boards. Students who engage in examination malpractice have a negative impression of themselves.

(b) Economic/ social effects
Examination malpractice impedes the productions of potentials and professionals. Students observed that in the country, “we don’t have enough skilled professionals” such as engineers, scientists, because of examination
malpractice. Some of them that graduated through universities have become incompetent in their fields. Students who engage in examination malpractice get higher marks than their peers who are serious with their studies. Hard working students are “regarded as lazy while those who cheated are seen as bright”. Teachers believed that examination malpractice affects students and society. Students who pass through examination malpractice are “half-baked” and those students cannot put into practice what they have been taught because learning has not actually taken place. Teachers maintained that students who engage in examination malpractice in school have lost a sense of “dignity in labour” and may grow up without it. Such students may not see the need for effort in their lives and may become a burden to the society, the government and their families.

Teachers perceived a link between examination malpractice in schools and corruption in the society. The corruption in the society is perceived to be an offshoot of examination malpractice.

Examination malpractices is the father of all corruption in Nigeria ...and until we come down to correct...terminate, exterminate examination malpractice completely from the fabric of our education system, Nigeria will be wobbling in waste

(Ejiofor, Principal, St. Monica)

(c) Institutional effects

Students observed that the consequences of examination malpractice not only affect students, it affects schools too: “it lowers the standard of learning of the school”. Students who practice examination malpractice draw their friends into such acts; it becomes a “communicable disease”. Schools that engage their students in examination malpractice lower the standard of learning in their schools. Teachers noted that examination malpractice “brings
a bad name to the school”. The society will see the school as the “den of examination malpractice”. Principals maintained that the quality of teaching is affected because some teachers that are now working in schools graduated through examination malpractice.

Come to the schools you have them. You find somebody who said she is a graduate and then you ask her to teach SSS2, SSS3 and she tells you she has been teaching JS1 because she does not know the subject. She passed through examination malpractice

(Ukachukwu, principal, St. Albert)

Teachers and students are in agreement that examination malpractice has both economic and institutional consequences.

4.4.2 Communication of examination rules
To perceive how examination rules are communicated to the students, I asked students in the focus group interviews if they have documented examination rules and how school authorities communicate rules to them. Students perceived that they have examination rules but there is no agreement about whether they were written and about how they are communicated to them. None of the students claimed to have any school documentation on examination rules; rather only three students have copies of the regional rules on conducting external examinations. I read these rules and there was no mention of internal examination or process of handling offenders in external examinations. Students and teachers perceived this booklet to be their school’s rules on examination malpractice.

Generally in schools, the rules come from government...in my school, I will say that they have in the sense that there...are certain things that you don’t do. If you do it, everybody including your fellow students will frown at it

(Teacher, St. Monica)
However, students perceived that school authorities communicate examination rules to them. Principals communicate examination rules to students orally in the assembly in the form of advice during examination periods. Students are also encouraged to read carefully during the examination in order to avoid malpractice.

*I do not know whether it is written or not but before the examination our principal will tell us not to cheat, that it is not good... and should not depend on anybody. After other announcements, he will say good luck* (Ifeyinwa, 14, St. Albert)

There is a lack of agreement between students on behaviour that constitutes examination malpractice: getting help with homework, seeing an examination paper before the examination day, getting material from the internet and presenting it as their work, and copying from another student without his/her knowledge. Students haven’t discussed with teachers “the things that are cheating and the things that are not cheating”. Teachers have contrary views regarding the above behaviours. They regarded them as examination malpractice but four teachers did not view getting help from other students on homework as examination malpractice. To determine students’ awareness of and knowledge of school rules, I asked them two questions on the student questionnaire: (1) do you have exam rules in your school? (2) Exam rules mean. Students were expected to answer yes or no to the first question and choose from four options on the second question. Many students accepted having examination rules (89.6%) but some students disagreed (10.4%). On the second question, students’ views are varied: while 5.5% of students hold that students will cheat only a little, 75.1% of them maintained that students must not cheat. Also, while 13.4% of students observed that students will cheat if the teacher is to blame, 6% of students perceived that students will
cheat if the school allows it. These answers show that students do not have a common understanding of rules on examination malpractice. On the teacher questionnaire, all teachers (100%) agreed that their schools have examination rules. Teachers were asked in an open ended teacher questionnaire: how does the school communicate exam rules to students? Their answers include:

Students are reminded of the rules guiding the behaviour of students in the exam hall
(Teacher, St. Alphonsus)

The principal tells them about the rules
The teacher, that is, form teacher tell his class students about the rules
The class invigilators in the exams also do the same
(Teacher, St. Albert)

To determine how frequently teachers emphasise examination rules, students answered the question: how often do teachers emphasize the rules on exam cheating? Students were to choose from a 4-point Likert scale, very often, often, fairly often and not at all. While some students accepted that teachers emphasise examination rules frequently (very often 34.3%, often 29.4%), a good percentage of students didn’t accept the view (fairly often 27.4%, not at all 9%). There is a similarity of views between students and teachers on examination rules; (i) there are no written rules (ii) admonitions on examination integrity is carried out during examinations and (iii) there is no agreement on what constitutes examination malpractice.
4.4.3 Students’ and teachers’ understanding of how their schools prevent examination malpractice

Students and teachers observed that their schools prevent examination malpractice by giving offenders punishments, proper invigilation and committed leadership.

(1) Punishment

Giving severe punishment to students who engaged in examination malpractice was perceived by all focus groups as a means of preventing examination malpractice. Students who engage in examination malpractice portray teachers as if “they don’t know what they are doing”. If schools give severe punishment to offenders, some students will be afraid to engage in it because they will fear being caught and punished. Some punishments were seen as severe, namely; expulsion, suspension and cancelling students examination scripts. Some of these punitive measures are not implemented in their schools.

There is no consistent process of handling and punishing offenders; in the three schools, punishments for examination malpractice are similar; some teachers will tear the student’s examination scripts, subtract marks or send the student away for some minutes and later bring the student in to continue the examination. Also, some teachers flog students, kneel them down or send them out to cut the grass. A teacher sends students who engaged in examination malpractice to the principal “if she likes”. Also, punishments given to students by teachers depend on the type of examination malpractice and teachers’ choice. Subject teachers invigilate their students during examinations and cases of examination malpractice observed are handled at the teacher’s discretion. Teachers maintained that severe punishment will
deter students from examination malpractice. Teachers guard against examination malpractice by punishing students caught in the act. They observed that their schools don’t have guidelines on how to punish students caught in the act. In the three schools, punishment given to students for examination malpractice depended on teachers’ discretion. Punishments given to students include: scoring students zero in the subject, seizing the cheat paper, tearing the offender’s script. Teachers in state schools give less severe punishments when compared to mission schools for incidences of examination malpractice.

*Like in some mission schools, when you are caught cheating... especially copying something, if you are caught with any written paper, they must expel you. But in most state schools, they will not but if you are caught that thing will be seized from you...you either be allowed to continue writing or he will punish you for a while and allow you to continue writing*  

(Teacher, St. Albert)

In an open ended questionnaire, teachers were asked how they punished students who engaged in examination malpractice. Their answers include:

*By scoring zero in the paper they cheated*  
*By tearing up their papers in the hall*  

(Teacher, St. Monica)

*Their papers will be torn and a fresh one given*  
*They will be flogged. Marks will be reduced*  
*They will be removed entirely from that position*  

(Teacher, St. Albert)

*The student’s script will be changed. Here, he starts afresh and if caught again, will have to leave the examination hall*  

(Teacher, St. Alphonsus)

Teachers’ views above show that offenders in examination malpractice are not given opportunity to say their reasons for neglecting examination rules. It
also suggests that teachers do not have the time to find out factors that are responsible for such students’ actions.

(2) Proper invigilation

Sitting arrangements in each examination are determined by the subject teacher. Teachers observed that students are not to sit on their private lockers and are not to keep books in their lockers during examinations. Teachers share the belief that proper invigilation instils fear in students that they will be caught. Also, “even when they cheat, they will be very few”. Students observed that some teachers mark examination scripts during invigilation, depriving them active engagement with monitoring students.

(3) Committed leadership

Principals shared the view that principals of schools need to be convinced in themselves to prevent examination malpractice. To prevent examination malpractice, there must be a change in schools’ approach to it; the views of students and their cooperation are needed by school authorities. Principals will work for examination integrity if they have good orientation, and they want to protect their names, or also to save their jobs. Principals that have zero tolerance of examination malpractice communicate this belief to their students and teachers:

Yes, in my school today… I have zero tolerance on examination malpractice. I know it, my teachers know it, my students know it.

(Ejofofor, principal, St. Monica)
CHAPTER 5

The understanding of students and teachers on consulting students about schooling

This section deals with respondents’ understanding of consulting students, the process of consultation in their schools and reasons why teachers are to consult students.

5.1 Students’ and teachers’ perceptions of consulting

Students used different words to refer to consulting in their schools; “asking us”, “our form teacher asks us”, “advising us”, “we tell her”, “inform principal”. They were not familiar with the word “consulting” and their understanding of consulting is not as seen in some European countries like the UK. In Sts. Monica and Albert consultation is seen as part of the school curriculum. Formal consultation is carried out every Thursday during moral instruction classes. Students in each class are allotted a teacher known as a form teacher who is responsible for the welfare of these students both academically and socially in the school. In St. Alphonsus, consultation takes place but only occasionally. The form teacher determines when to hold one. It usually takes place when problems arise in the classroom; the form teacher asks students’ views on the problems and ways to solve them. There is no government/school guideline on the process of consultation. Teachers organize it however they like. In the three schools, teachers meet their students in their classrooms and ask them about their problems in the school. Though consulting in the three schools centred on asking students about their problems, students do not perceive that they have the freedom to give their opinions on schooling. Their schools don't give them the opportunity to air
their views on issues that affect them in their schools. They are afraid of being punished by teachers for being outspoken.

*Students want their voice to be heard but sometimes they don’t give room for that. They don’t really give room for that. Students feel; if I say something, they will say I have said O! Let me just keep it to myself but they will like to voice out something*  
(Nkoli, 18, St. Monica)

On my first observation of consulting in the three schools, discussions were based on issues such as, how to dress/sit properly like girls, how to be kind to their parents, how to be patient with one’s neighbour and how to compose themselves as students. Students’ perception of consulting is partly influenced by the period during which this consulting is held in their schools. Consulting is normally organised during moral instruction period and there is a general perception that formal consulting is a period for which to discuss moral issues. Their initial understanding of consultation is limited to what they do with their teachers during moral instructions. My conversations with students broadened their understanding of consulting and its implications to their school community. They desired its full implementation in their schools. Students are not given freedom of choice on lesson topics, how students’ work is graded, punishments, textbooks to use and the formation of class rules where available.

I captured students’ desire to be consulted in their schools through questionnaires organised on a 4-point Likert scale; strongly agree, agree, disagree and strongly disagree. A good number of students agreed that they want their opinions on school issues to be known by teachers and principals (strongly agree 37.3%, agree 41.8%) while some students objected to the view (disagree 10.9%, strongly disagree 10%).
Teachers’ views on students’ desire to be consulted on school matters was also queried on the teacher questionnaire. Teachers were asked: do you agree or disagree that students want their opinions on school matters to be known by teachers and principals? Most teachers agreed that students would like their voice to be heard on school matters (strongly agree 23.1%, agree 69.2%, disagree 7.7%). Teachers are more convinced (92.3%) than students (79.1%) that students want their views to be known. This could be attributed to a better understanding of teachers on what consulting is and of the fact that some students may be hesitant to grasp the idea that students can have such powers.

5.2. Process of consulting students in the three schools
To examine how students are consulted in their schools, I visited the three schools during periods of formal consultation. These visits occurred in the months of March and April 2009. Data collected from these visits is analysed according to schools. Formal consultation is normally carried out by form teachers.

Consulting in St. Monica
The principal of the school occasionally carries out informal consulting. At times, she goes to students’ classes to ask their opinions on issues such as: “those that make noise”, “neatest student”, “well behaved” and “malefic students”. Students write peer names anonymously and the principal collects them. Teachers in this school perceive consulting as part of their daily teaching style. They perceived consulting to include what they do even outside their classrooms when they give advice to students from poor families,
broken homes, abused students and poorly performing students. There is no formal school process of consulting students by teachers in their individual classes. Teachers mostly use questions to check for students’ understanding of their lesson topics. They check for students’ views through students’ “comments”, “confession” and “reactions”. They rarely ask students’ views on their teaching style and classroom management. This aspect of teaching is lacking in classes:

_Form their feedback; answering questions from the lessons taught. Asking questions on the lessons taught_ (Teacher, St. Monica)

Formal consultation is carried out by students’ form teachers. Form teachers may not be teaching that particular class in any subject. The class consultation I observed in this school was carried out by a teacher, Jane. Jane perceived consultation as an activity where students are free to express their views on personal and institutional problems. Occasionally, she asked students their views orally during her lessons. She had no particular procedure or topic to discuss during her consultations as a form teacher. On the day of this consultation after prayers, led by Jane, students were asked to say their problems. Students’ problems were diverse: some were confidential problems and she directed them to see her privately. Some of their problems were on class issues such as; sitting arrangement, teacher truancy, and poor attitude of their class prefect and negligence of class duties by some students. Students also reported cases of fighting and disobedience in their class, “poor” dressing by some girls and noise making in the class. At the girls’
school, they discussed relationships with the opposite sex. Jane and students discussed these issues within 40 minutes allocated for consultations.

Jane gave students the opportunity to suggest some solutions to these problems. She invited some students to her office for further discussions with them. She also promised to get back to students after meeting with truanting teachers. After the discussion, I had a 10 minute discussion with Jane in order to perceive her feelings on some questions the students had raised. Jane observed that some of the questions she could not solve during discussions are referred to the departmental heads. She observed that students were helpful in answering some of the questions because:

some of them in the class are intelligent to give you solutions to some of these problems, some of them have something upstairs. They will tell you solutions to some of these problems, you take some and add to the ones you have

(Teacher, St. Monica)

I asked Jane the attitude of these students towards her in their school. She noted that these students “take me as their mother, they have confidence in me”. They are open to her and have “free access” to her table. When these students experience some problems in the school “they will run to me and tell me”. There is no institutional support on consulting students and she does it because of the satisfaction she derives from helping the students.

Consulting in St. Albert

Teachers in St. Albert perceived consulting as both formal and informal. They have informal consultations when they notice some abnormality in students’ behaviour towards schools or towards peers and they make some effort to consult those students in order to offer some help. As in St. Monica, they
perceived consulting as part of their teaching style when they use questions to determine students’ understanding of lesson topics. Teachers perceived formal consultation to be their weekly meeting with students in their classes.

The form teacher I observed during her consulting is Nkiru. She observed that the principal occasionally calls some students “to discuss the teachers handling their classes” and to ask them how they “feel” in their classes. Consulting in this school is held on Thursdays during moral instruction. As in St. Monica, a form teacher is assigned to a class. Nkiru perceived her role as form teacher as a duty and not something she started on her own. She found it difficult to consult students when she started this, because the school had no guidelines of what is expected of her. She started it and developed some interest in it. Before Nkiru attends weekly meeting with her group, she asks fellow teachers about problems they have noticed among students in order to speak about those issues. During this particular consultation, Nkiru started with prayers and later asked students to say their problems. Students complained of teachers that do not come to class, lack of chalk in the school, how some boys fail to do their class duties and how some students disturb others during lessons because they have not bought the course books. They also complained of theft in the school. Some girls complained of how some of the boys gossip about them. Discussion on that day was mainly dominated by the latter. Nkiru cautioned some students about their poor attitude and promised to meet with some teachers on the teaching problems. Nkiru asked students who have not paid their school fees their reasons and advised them to meet with their parents.
After consulting, Nkiru observed that she had a problem solving some of the problems raised by students because she didn’t know how to approach some senior teachers to inform them about students’ complaints about their truancy. She would prefer asking students to write down such problems now and again and send them to the principal through their class prefect. She was conscious of her work load in the school and saw consulting to be an extra burden on her. Nkiru observed that one of their problems in the school is how to ‘convince’ students in their peer groups to pay attention to the school authorities instead of their peers:

Some of them are involved in peer group issues. As a form teacher, when you tell them something, they will listen to what their peer group said

(Teacher, St. Albert)

Consulting in St. Alphonsus

Consulting students in St. Alphonsus is neither weekly nor regular. A form teacher visits their groups “when the need arises or there is a problem”. A form teacher is assigned to a particular class. Teachers perceive consulting as something that is carried out every day in the class when they check students understanding during lessons and not students contributing to class issues. There is no formal process of consulting by individual teachers. Teachers get students views from class prefects. Students are to make their problems known to the teachers through their class prefects.

I tell them to ask questions. They also have their class prefects, so that if they have any problems in the class or about teaching in the class, the prefect will inform me. How they fail or pass my exams, from there I will see their problems

(Teacher, St. Alphonsus)
The subject of student consultations is normally a current problem the class is experiencing that requires the opinion of the students. The topic of discussion on this day was why a physics teacher (Beatrice) was reluctant to teach this particular class because of lack of interest from students. Students did not give her attention in the class because they did not like her style of teaching and the teacher was not doing practicals with them. They feel they have no way to complain to school authorities without attracting some hatred and abuse from teachers. They didn’t want her to teach them again.

Sometimes we will not even allow her to come to our class. Like when she comes to the class, we will not give her attention. We try to make her know that we do not like her teaching… when you do such a thing to the teacher, if she is interested in teaching she would like to know why you did what you did (Ethel, 17, St. Alphonsus)

The form teacher, Kevin was in the class to ask for students’ opinions about the problem. Kevin advised students on better approaches to such problems and promised to see the teacher and the departmental head on the matter. Kevin promised to get back to the students after he had met the physics teacher. After consulting, Kevin noted that the school had the intention of forming student ‘functionaries’ into a group so as to help with presenting students’ problems.

I assessed freedom for and the attitude of teachers toward student voice in the three schools on the student questionnaire by using the 4-point Likert scale, strongly agree, agree, disagree and strongly disagree. Students were asked four questions as seen in table 12 below: A number of students agreed that their classes are dominated by teachers talking while students listen (42.29%), though a greater percentage believed that students have a say (57.71%). Students are of the view that teachers care less about their
learning: they don’t create time to discuss their problems with them (54.23%). Also, students felt that they are not free to tell teachers what they do not like about the school (64.68%). Students felt that they have a say in class decisions (57.21%) but a good percentage of students felt that only teachers make class decisions (42.79%).

Data from the table gives the impression that student voice is not yet accorded space in their classrooms- students are not free to be heard. Students’ acceptance that they contribute to class decisions may be influenced by their experiences during moral instruction classes.

Table 12: Students’ perceptions of consulting in their schools

<table>
<thead>
<tr>
<th>Students’ Perception</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1 In your class, only teachers talk, students listen</td>
<td>36</td>
<td>17.91</td>
<td>49</td>
<td>24.38</td>
</tr>
<tr>
<td>2 In your school, teachers create time to discuss student problem</td>
<td>28</td>
<td>13.93</td>
<td>64</td>
<td>31.84</td>
</tr>
<tr>
<td>3 In your school, students are free to tell teachers what they don’t like about the school</td>
<td>24</td>
<td>11.94</td>
<td>47</td>
<td>23.38</td>
</tr>
<tr>
<td>4 Only teachers decide what happens in the classroom</td>
<td>42</td>
<td>20.90</td>
<td>44</td>
<td>21.89</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”

The experience of broadened consultation during my visits to these schools motivated them to yearn for more and to suggest ways for its improvement:

*It can be improved by creating more time for this type of discussion*  
(Lynda, 13, St. Alphonsus)

*I prefer it to be done this way: when form teacher visits the students, she will ask them to write down their problems on a piece of paper and put in a bowl so that when she picks up one, she gives advice and solutions...why I suggest this is because some students are very shy and are not out-spoken*  
(Hilda, 14, St. Monica)
5.3 Students awareness of problems in school
Students believed that there are reasons for teachers to consult them on schooling: they are aware of their problems, they are experienced on how they are to learn and taught better, they want to be organised into a consultative body (student council) and they are aware that consulting them will improve their schools and be of benefit to the school community.

St. Monica

Students observed that they have the problem of crowded classrooms. Some classes intended for 40 students have 70 – 80 students. Thus, the class is often noisy and students find it difficult to move about in their classes. They needed more chemistry and physics teachers and those in external examination classes needed extra classes in order to cover the curriculum. Junior students experience bullying from senior students in their hostels and during hostel activities like fetching water and cleaning. They expressed displeasure with hostel conditions, toilets, poor lighting and poor feeding. Some teachers were perceived as “unskilled”. Students’ libraries and science laboratories were poorly equipped and often, they have no access to libraries. They paid for computer lessons but were not receiving these lessons. They perceived relationship between teachers and students to be below expectation.

St. Albert

The environment for teaching and learning affects their learning: some of their classrooms have no ceilings to protect them from the hot temperature. The roofs of some of their classes are leaking. When it rains, “rain will be falling inside the class”. Students in this school noted that in some lessons, teachers
allow students to mark their homework. Some students get their friends’ work or give them theirs and do corrections before marking. This creates uneasiness in the class as poorly performing students get better marks than others. Students in this school experience theft in their classes and school authorities are not doing much to stop it. Some of the senior students enter the classes of the junior ones to interrupt their reading when there is no teacher in the class. Teacher truancy, poor teaching and poor relationships between students and teachers were observed. They don’t have computer lessons and they needed more teachers in chemistry, Igbo language, geography, physics and English. There is bullying in the schools, male students in senior classes bully junior ones and steal their money:

*In our JSS1 we had the problem of bullying, the senior student will collect money from junior students without any reason. They will give them five naira to buy things for them and ask them to bring change of five naira*

(Azuka, 14, St. Albert)

Students noted that discipline is lax in the school compared to previous years under a different principal. There is a lack of respect in the school and students felt that they were unnecessarily punished by teachers.

*St. Alphonsus*

Students perceived that some teachers are more theoretical in their lessons and little is done on practical aspects. They noted that doing more theoretical studies will not help them in their life ambitions because students “tend to retain what they see than what they hear”. Some teachers are absent for lessons and there is lack of quality teaching in physics, chemistry and agriculture. With regard to their mathematics teacher, “the way he taught us we didn’t understand the topic really” (Dominic, 14). There is lack of teachers
of music and art in the school. There is “poor use of time” by school authorities because some teachers stay longer during lessons thereby encroaching into the time for other lessons. Also, the principal “spends about 30 minutes making announcements” in the assembly. Students perceived that they needed some free time between lessons in order to be disposed to learn.

*I think that after every period of lesson or two, there should be at least ten minutes rest so that students will recall their memory. When you are given nine subjects consecutively, you might just get confused.*

(Nzuko, 15, St. Alphonsus)

Some teachers encroach on the time for students’ breaks. They are lacking in sporting facilities and they questioned the use of the cane as punishment on student. Their library lacked current books and junior boys complained of being bullied by senior ones. Students awareness of institutional problems have been documented in many studies on student voice: (Mitra 2001, 2008); Highfield (Highfield 1997), Peacock (2001).

5.4. Students’ experiences of teaching and learning

(a) Students are aware of how teachers are to teach

Students have experiences of how teachers teach. Some teachers “read notes” for students to copy without explaining them. Students do not see this as teaching, instead, teachers teach when they explain the subject in simple language, “with practical examples” for students to understand. Teachers are to encourage students to ask questions and give some time for students’ questions. Students ask questions in the class where they perceive the teacher’s attitude to be friendly and inviting.
Some students don’t know if they will ask questions from the starting or the ending. All they say is if I draw this teacher back she will be angry, so let her go

(Uzoma, 16, St. Monica)

Students “like” teachers who teach well; these teachers teach well because they have delivered their lessons in such a way as to allow students to understand them. Such teachers ask questions in class and they give students homework in order to check their understanding of the topic.

After teaching, he gives homework or assignment. He used to ask questions in the class

(Ifeoma, 13, St. Albert)

He teaches in such a way that students understood him. If you didn’t understand him and tell him, he will repeat what he said till you understand it

(Uggo, 14, St. Alphonsus)

There are things that make it difficult for students to learn. They find it difficult to learn some subjects because they lacked interest in those subjects. They felt that teachers handling such subjects do not teach them well and students do not receive sufficient encouragement from such teachers. Some lessons are more theoretical (especially sciences) and little is done to enable students to practice what they have been taught. Also, some teacher behaviour affects their lives and their relationship to teachers. Such negative teacher behaviour affects their interest in subjects handled by such teachers. Behaviour like hitting students, bullying, impolite address, reference to parents’ poor behaviour and seeing students as failures already:

One teacher told me that it is not by force that we must learn. That after all some of us will end up as petty traders and some will end up having babies in their homes. It has affected most lives

(Maria, 16, St. Monica)
Students perceived teachers as their role models and they learn from teachers’ behaviour as they do from their parents. Teacher behaviour affects their lives because they spend very few hours with their parents “but virtually all the time during the day you spend it in the school”. Students are aware of teaching skills of their teachers and the quality of administration of their school authorities. Some teachers spend much time “joking” with students in the class instead of teaching. Some teachers provide quality teaching while other teachers were perceived to be not interested in their jobs; they come to school as to “receive their wages”. Teachers are to “monitor students” in order to discover their “talents and interests” and areas they need help. Some teachers are seen as “great teachers” because these teachers taught them well and students liked them. When such teachers are transferred to other schools, students see it as a “departure of their major source of learning”. They vividly described seven characteristics of “great” teachers: such teachers have mastery of the topic, have skills to convey the knowledge and students grasp the knowledge. Such teachers start teaching from students’ level of understanding, bring fun into the lesson, have good class management and are available to students.

*He teaches with what I call command...he teaches you so that you get a vivid description of the substance. He teaches in a way that you find it difficult to forget it. Everything is so vivid and clear that you don’t even need to read for you to go to the exam and write exactly what you are supposed to do*

(Isaac, 16, St. Alphonsus)

*He will be asking and asking questions till he finds out that our knowledge about the topic has reached the end, he will now add his own. He makes the class a discussion class but not a noisy class. If you have any problem, you are free to meet him anywhere, he will teach you*

(Philip, 17, St. Alphonsus)
Teachers need to listen to students more in order to solve their problems in the class. They need to make students “feel free to say how they feel”, to contribute to the lesson. Teachers need to bring fun to the lesson and make the lesson a discussion class. They are aware when teaching is boring and when teaching is fun and exciting. Students don’t like to be bored by teachers “talking, talking, talking”.

If your teaching is boring…you will know from students’ behaviour and if your teaching is exciting you will know too. There are some teachers that when they are teaching, students will just say in their minds: just do and go because the teacher is a boring type

(Chinasa, 17, St. Monica)

Students are aware of those classmates who need academic help (78.11%) and how they can be helped (86.57%). Such help will come from students or from their teachers. They perceived that such students make an effort to read, they attend classes, they try to answer questions in the class but their problem is that they lack the “skills” to read and understand. Such students will be helped by going “closer to the person, give the person the skills he/she needs to have, teach them how to read well and it will help them”

(Onyebuchi, 15, St. Alphonsus). Also, some students are “naturally bright” but they are not serious about their studies. They do not read except during examinations. Such students need academic help; they need encouragement in order to perform well.

The only thing you need to give that person is to give the person encouragement: you are doing well in the class even without reading but don’t you think that if you read more you will pass…tell the person what he/she needs to know and the person will do better

(Chibuzo, 16, St. Alphonsus)

Students are aware of how teachers will help them to learn. They are more likely to learn better when teachers respect students. Students will in turn
respect those teachers and give teachers the support they need. Students will
develop an interest in the subject because they have developed a liking for
those teachers and they must give in all they have to pass that subject
because of that likeness. Teachers are not to “brush students down” or make
students “look like fools” when students ask questions in the class because
such teacher behaviour hinders students from asking questions. Teachers
will discover students’ problems through teacher-student questions or through
students’ replies to teachers’ questions.

(b) Students’ perceptions of teaching and learning through the
questionnaire
Students expressed views that they possessed teaching and learning
experiences through student questionnaires. They are aware of how learning
can be enhanced in their schools. Students will share these experiences if
allowed to by their schools. To perceive students’ experiences of teaching and
learning, students answered ten questions. These questions were intended to
perceive three aspects of the classroom: teaching and learning and teacher
behaviour. A 4-point Likert scale, strongly agree, agree, disagree and
strongly disagree was used. The table above shows that students are really
aware of what happens in their classrooms; they can interpret behaviour and
activities and can share views on them if given the opportunity. Of highest
significance is that students know the qualities of their good teachers
(95.52%), they know what could make their learning interesting (82.58%),
they know what makes it difficult for them to learn (74.13%), they know what
teachers can do to help them learn (86.57%) and they are aware of their
classmates who need academic help (78.11%).
Table 13: **Students’ experience on teaching and learning**

<table>
<thead>
<tr>
<th>Students’ Perception</th>
<th>Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>1 Know what makes it difficult for them to learn</td>
<td>73</td>
</tr>
<tr>
<td>2 Know what can make students’ learning interesting</td>
<td>71</td>
</tr>
<tr>
<td>3 Know the qualities of a good teacher</td>
<td>111</td>
</tr>
<tr>
<td>4 Know what teachers can do to help them learn better</td>
<td>104</td>
</tr>
<tr>
<td>5 Can inform teachers on conditions they need as to learn</td>
<td>48</td>
</tr>
<tr>
<td>6 Know their classmates who need academic help</td>
<td>79</td>
</tr>
<tr>
<td>7 In your class, marking of homework and exam is fair</td>
<td>48</td>
</tr>
<tr>
<td>8 Teachers help students to discover answers to their questions</td>
<td>48</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”

A worrying percentage of students disagreed over the notion that the marking of homework/exam is fair (37.32%), that teachers help students to discover the answers to their questions (33.83%) and that students can inform teachers about conditions they require so as to learn (36.32%). Students may have hesitations about their ability to inform teachers of conditions they need so as to learn where they have not experienced such opportunities.

To perceive teachers’ views on students’ experiences of teaching, learning and schooling, I asked teachers some of the questions students were asked. The same 4-point Likert scale was used. Teachers disagreed that students know what makes it difficult for them to learn (57.7%). Put differently, students are not aware of what makes it difficult for them to learn.
Table 14: Teachers perceptions of students experience of classroom teaching

<table>
<thead>
<tr>
<th>Teacher Perceptions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1 Know what makes it difficult for them to learn</td>
<td>2</td>
<td>7.69</td>
<td>9</td>
<td>34.62</td>
</tr>
<tr>
<td>2 Know what can make their learning interesting</td>
<td>2</td>
<td>7.69</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>3 Know how students and teachers can relate better</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>4 Know what teachers can do to make them learn better</td>
<td>3</td>
<td>11.54</td>
<td>15</td>
<td>57.69</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”.

Teachers agreed that students know what makes their learning interesting (65.38%), how teachers and students can relate better (61.54%) and what teachers can do to make them learn better (69.23%) but the percentage of teachers that disagreed with the three perceptions becomes worrying (34.62%, 38.46%, 30.77%) respectively. Students have stronger convictions regarding their view (74.13%) of the first questions than teachers (57.7%). This indicates that many teachers perceived students as less experienced in teaching and learning and schooling. Students’ views that they possessed experiences of teaching and learning, qualities of a good teacher, knowledge of their academic difficulties and skills and can share these experiences are similar to findings in the Manitoba School Improvement project (Pekrul et al, 2007, Earl et al, 2003), Lincoln Middle School (SooHoo 1993), and in the work of McCallum et al, (2000), Duffield et al, (2000), Rudduck et al, (2007), Howard (2001), Wilson et al, (2007), Lee (1999). Students’ experiences of teaching and learning, problems and solutions can be shared formally with school authorities through the student council.
5.5. Demand for Student Council

Students expressed the need for teachers to “organize students who will gather the problems of students in the class” and discuss them with teachers. They perceived the student council as the organ of communication among students, and between students and school authorities. They believed the student council represents a “democratic society” where every student will “express his or her view” on school issues. Through this council, their principals will find out about their feelings and opinions.

*The students committee will give students the opportunity to speak their minds and then the principal will know how students feel about the school and what students need*

(Ekwy, 16, St. Monica)

The council will help them to solve some problems like: student and teacher truancy, noise making, disturbance by peers and lack of practical studies in the sciences. The council will help students to understand why their library is often locked and why they have paid for computer lessons but don’t have them. The problems students would like the council to solve are mainly teaching and learning problems as Chuka explained:

*Sincerely speaking when I was in SSS1, we did not even finish the scheme of work on chemistry. Now we are in SSS2, but since this term we have not even done chemistry or igbo. The committee will help us know why*

(Chuka, 15, St. Alphonsus)

I also captured students’ desires to have student council in their schools through the student questionnaire: *suppose you have student representatives in your school, will it work for the good of students?* Students were expected to answer *yes* or *no* to that question. The majority of students accepted that a
student council would function to protect students’ interests (90.5%) while a few students rejected the view (9.5%).

Teachers expressed the desire for a “club”, “committee”, “parliament”, “council” consisting of students and teachers to be formed in their schools. This council could work as organ of communication between students and school authorities for the welfare of students and the school.

Once they have problems, they have organ they will go to, to lay their problems to, and they are sure and confident that their problems will be looked into and measures to overcome them will be put in place

(Teacher, St. Albert)

Teachers observed that a student council will help school authorities to improve on discipline in the school. The council will have the power to inform students about what they do not want in the school and “they will carry on and make sure that thing does not happen in their school”. The council will help school authorities “to identify problems” of students and agree on the best approaches to solve them. The council will help teachers to do their “job” better because they will make complaints to the principals about some teachers where necessary. Student councils will help the school on some issues such as: accommodation, student welfare, feeding, and in “drawing a school time table”. The council will help to restore peace in schools where there is a misunderstanding between teacher(s) and student(s) because students “really talk sense” and they will “advice and teachers will listen”.

We need that kind of council so that they will counsel themselves and advice themselves. It will work, it should work

(Teacher, St. Albert)

However, teachers observed that some of their colleagues may be uncomfortable with the introduction of a student council in their schools. They
already experience work overload and they will perceive the formation of the council as an extra commitment. Also, some teachers may be apprehensive about what the council will say about them and others will feel that students are taking their powers away from them. To have an effective student council, principals are to be “broadminded”, “result oriented” and they need to let teachers know that “students are not trying to take over their roles as leaders”. Students and teachers share similar views on the need and roles of the student council: they perceived it as an organ of school improvement.

5.6. Improving learning through consulting students
Students perceived consulting to be something they will do among themselves or with school authorities. Some students are “afraid” to ask questions in class and this may lead to poor understanding of lesson topics. Consulting students on teaching will “make the students to say something on the way teachers teach”. Consulting students on issues of teaching and learning will help them “to discuss their problems” among themselves before approaching school authorities. Students perceived that consulting between teachers and students will enhance the relationship between teachers and students. Students will be motivated to tell teachers when their lessons are “not interesting” and when they need to “refresh their memories” on some lesson topics. Teachers will be aware of the aspects of the lesson students need more help on. This type of climate disposes students to ask questions in class, to inform teachers about students’ difficulties and teacher behaviour that gets in the way of their learning. Pieces of advice from teachers on these problems will enhance students reading habits.
In interacting with teachers, it will make you feel free to tell them your difficulties and where you find not appealing that students are derailing, the way they feel and how teachers behave. Having narrated it to the teachers, they will help you by giving you more advice and creating again the impact that will make you read

(Godwin, 16, St. Albert)

Students noted that consulting will give them the opportunity to have “effective monitoring of teaching” in their schools: some teachers do not come to lessons, and some science teachers do not teach “calculations” but during examinations, students are tested on calculations. Consulting will give them the opportunity to inform such teachers, or the principal, about their problems. They perceived consulting as empowering them to contribute and improve on schooling:

Students always complain that we are not taught calculations. It is now left for us to organize…committee so that… we will take the problem to the school authority…when everybody refuses to go and see the principal everything will be left like that.

(Benjamin, 17, St. Alphonsus)

A student council enable teachers to improve students’ learning by allowing students “to air their views, not to shout at students when they ask questions, even if students seem to be unserious”. When school authorities implement the outcome of these discussions, teaching and learning will improve in the school. Consulting is seen as an organ that will help them to reflect on their personal and collective learning habits, discover their individual and collective mistakes and make decisions about how to improve. Consulting will make them feel listened to and cared for by teachers. Students will develop a rapport with their teachers and also develop an interest in the subjects they teach. Students’ views on how consulting will enhance teaching and learning was further perceived through students’ questionnaire. The five questions
centred on how the student council will help school authorities to improve on teaching and learning. These questions were arranged on the 4-point Likert scale as shown in Table 15:

Table 15: *Students’ perceptions of how student council can improve teaching and learning*

<table>
<thead>
<tr>
<th>Students’ Perception</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 On why lessons are not interesting</td>
<td>87</td>
<td>43.28</td>
<td>81</td>
<td>40.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>12.44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>3.98</td>
</tr>
<tr>
<td>2 Tell teachers how to make lessons interesting</td>
<td>76</td>
<td>37.81</td>
<td>83</td>
<td>41.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31</td>
<td>15.42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>5.47</td>
</tr>
<tr>
<td>3 Tell teachers how to make students like school</td>
<td>54</td>
<td>26.87</td>
<td>84</td>
<td>41.79</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>43</td>
<td>21.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>9.95</td>
</tr>
<tr>
<td>4 By asking students some questions</td>
<td>67</td>
<td>33.33</td>
<td>89</td>
<td>44.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>18.91</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>3.48</td>
</tr>
<tr>
<td>5 By discussing with students</td>
<td>55</td>
<td>27.36</td>
<td>66</td>
<td>32.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>55</td>
<td>27.36</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>12.44</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”.

The majority of students thought that the student council would enhance teaching and learning in their schools by informing teachers on why some lessons are not interesting (83.58%), on how to make those lessons interesting (79.1%) and on activities that will help students to be more committed to the school (68.66%). Students also perceived that the council data on how to enhance teaching and learning will represent the views of the student body because the data will come from students in two ways: by asking students some direct questions (77.61%) and by discussion with students (60.2%). To perceive students’ views on the potential classroom climate that would improve their learning, students were asked: *students learning will improve where?* Students were given three options: where students and teachers discuss students’ problems; where students are allowed to choose what they want to learn; where students feel free to share their views in class. Many students, 46.8% thought that students learning will improve where *students and teachers discuss students’ problems*. Also,
16.9% of students maintained that students’ learning will improve where students are allowed to choose what they want to learn and 36.3% of students observed that their learning will improve where students feel free to share their views in the class. These perceptions signal their implicit understanding that personalising learning begins with freedom of voice and the space to share problems with teachers.

Furthermore, teachers observed that consulting students will enhance students’ learning. Teachers observed that students have experiences of the style of teaching that would improve their learning. They perceived that some students are “very intelligent, dynamic, and very sensible” and will offer “some solutions” to their problems and to the schools problems. Students will give information to principals on teaching styles and the behaviour of some teachers in order to improve on teaching in the school. Teachers cited cases where students demanded that a teacher taking them on a subject be changed. The principal responded to their request and there was a new rapport, students learnt more, and “their interest in that subject increased”.

The views of teachers were also sought through the teacher questionnaire. Teachers were asked the same question and given the same three options as students on the teacher questionnaire: students learning will improve where? Some teachers perceived that student learning will improve where teachers and students discuss students’ problems (76.9%) and where students feel free to share their views in the class (23.1%). Teachers objected to giving students the space to choose what they wanted to learn because no teachers chose this option. Also, some questions were asked of teachers using the 4-point Likert scale. Many teachers perceived that consulting students will
enhance the achievements of poor performing students (strongly agree 19.2%, agree 76.9%) and also help students to develop better learning skills (strongly agree 19.2%, agree 76.9%). There is a similarity of views between teachers and students that consulting students will improve teaching and learning in their schools. They agreed that student learning will improve when students and teachers discuss students’ problems, where students are given voice in the classrooms and where learning is student centred. Also, having a student council was perceived as a program for improving teaching and learning.

5.7 Consulting students about teaching and learning enhances the prevention of examination malpractice

Students observed that the quality of teaching and learning can be improved through students’ participation and consultation. Discussions with teachers on teaching and learning have the potential to improve teaching styles, teacher behaviour towards students and continuous teacher development. It has the potential to improve students’ learning by giving them the opportunity to make their academic problems known and be part of the solution. It offers students a stake in the running of their schools and a commitment to the disciplinary demands of their schools.
Thus, consultation on learning exposes deficiencies in teaching and learning, teacher attitude and students difficulties. When students’ difficulties are addressed, and teaching properly geared towards personal deficiencies of students, students’ learning is more likely to improve. Also, students are more likely to put in more effort thereby developing self-confidence to pass examinations legally on their effort. The above interpretations are articulated in their views in table 16.

**5.8. The Benefits of consulting students**

Students observed that through consulting, their relationship with the schools authority is enhanced and contact with teachers becomes easier. Consulting students gives them the feeling that “our teachers care for us”. They feel some responsibility to contribute towards improving teaching and learning in their schools because school authorities seek their opinions. Teachers and principals will perceive how students feel about their schools, their fears, and
the areas they need to improve. When students observe that what they said was implemented by school authorities, their motivation for education is enhanced because, they will perceive their school authorities to be “working for their good”.

Student councils will liaise between teachers and students if there is a problem. Student council members will have more understanding of their fellow students more than teachers. They know how to approach peers in moments of crisis because they share similar experiences in the school.

*Your fellow students will understand you very much more than the teachers and principal… she knows you in and out… when you are at peace and she knows when you are upset. When the teacher has upset you, she will now say Ok let do it this way, why not calm down, then we talk to the principal. She has to make you understand first why you should calm down*

(Rose, 18, St. Monica)

Schools will gain from consulting students because teachers will acquire more knowledge and learn from the experiences of students. The image of such schools is enhanced as students will absorb better behaviour patterns from peers and teachers through consulting. It strengthens the unity between teachers and students and this unity enhances the perception of their school in society. Consulting students enhances their academic skills. It will help them to reflect on their study habits, and on teaching and learning in their school. It helps students to be committed to school goals and to develop positive attitudes to social life as demonstrated below:

*The school gain good name by what we the students do*
*The teacher remains in unity with the students*

(Monica, 14, St. Alphonsus)

*I learn to make proper use of my timetable*

(Callistus 13, St. Albert)
I gain how to obey the school rules and my teachers
I gain how to speak to somebody in a positive way

(Somtoo, 13, St. Alphonsus)

I learn from this discussion how to be serious about my studies
I learn how to be cautious in life

(Nancy, 16, St. Monica)

Thus, consulting students not only improves students’ morality and attitude to life but also their academic goals. Students felt that teachers who asked them about their academic problems were caring. Teachers ask them questions “out of love and students learn more”. So students respect these teachers. When these teachers are in the class, “there is no noise”. Students are engaged in such classes because students feel free to ask and answer questions.

You will like to compete in the class and you will like to answer more questions. Because she attended to the first question you asked, you like to ask more and you will like to answer her own question

(Martin, 14, St. Alphonsus)

However, teachers also believe that students and teachers will benefit from consulting and from the presence of a student council in their schools.

Teachers will give students responsibilities in the school and “teachers’ duties will be made easier for them to concentrate on teaching”. Peer consulting on learning will give students the opportunity to grasp how other students learn. Thus, communication and understanding among students will improve.

Consulting students on teaching and learning will offer teachers the opportunity to learn how students wish to learn and how to enhance students’ interest in their lessons. It helps teachers in their continuous professional development by giving them opportunity to gauge their teaching skills through students’ comments. It gives students the space to say what they do not like about teaching styles of some teachers, truancy and problems in their
classrooms. It will enhance good rapport and support among students and teachers because students will be “open” to their teachers and principals. The school will benefit from consulting students as the “communication door will be open” between students and teachers. Some school problems will be discussed between students and teachers through the council. Discussions with teachers on moral issues will help schools to develop “students that are well mannered, well behaved and disciplined”. The school gains because the “children will be...of good behaviour, the prestige of the school will be high and many people will recommend the school to their relatives” (Teacher, St. Monica). Consulting helps teachers to build the academic and moral character of their students- helping them to be truly human:

You notice that talking to them on academics alone without trying to build their character, to bring out the moral human being in them, then the academic aspect becomes useless

(Teacher, St. Monica)

Consulting students gives teachers internal and external appreciation and satisfaction from their job: some students come back to thank them for caring.

Many of them are very appreciative...towards the end of the term, some of them bring their parents to thank you and they buy little gifts and say aunty take this, thank you aunty

(Teacher, St. Albert)

However, I perceived a feeling of satisfaction from students during consultation with their teachers on teaching, learning and examination malpractice. Students felt some difference between this particular consultation and ones they have previously had. I felt a sense of people suddenly feeling some freedom to speak as they wanted. They felt happy, elevated and
recognised. They expressed views they were afraid to say in previous consultations with their teachers because of fear of these teachers.

In St. Alphonsus, students suggested having such a meeting every week.

Surprisingly, students in Sts. Monica and Albert requested that their views be made known to their principals and teachers. During those consultations, students cared less about the presence of their teachers. The form teacher in St. Monica was overwhelmed by her students’ courage and sincerity in narrating their problems. She went from the consulting room to the principal to inform her about what students said. The form teacher in St. Albert was also surprised by students’ knowledge and experience of “what happens in the school”. She also learnt euphemisms (in tribal language) that students used in describing styles of teaching in their school and their methods of examination malpractice styles. I identified students’ views on the benefits of consulting through the student questionnaire which centred on seven issues. Questions on the benefits of consulting were answered on a 4-point Likert scale:

### Table 17: Students’ perceptions of the benefits of consultation on schooling

<table>
<thead>
<tr>
<th>Students’ Perception</th>
<th>Response Categories</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1 Students will learn better ways to learn from each other</td>
<td>120</td>
<td>59.70</td>
</tr>
<tr>
<td>2 Students and teachers will learn to support themselves</td>
<td>79</td>
<td>39.30</td>
</tr>
<tr>
<td>3 Teachers will learn from students how students want to learn</td>
<td>86</td>
<td>42.79</td>
</tr>
<tr>
<td>4 Teachers will learn how to make students’ learning interesting</td>
<td>113</td>
<td>56.22</td>
</tr>
<tr>
<td>5 Students will develop the desire to make effort</td>
<td>144</td>
<td>71.64</td>
</tr>
<tr>
<td>6 Students will be free to tell teachers their learning problems</td>
<td>134</td>
<td>66.67</td>
</tr>
<tr>
<td>7 Students will support and like those teachers</td>
<td>108</td>
<td>53.73</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”
Students are in agreement with the views on Table 17, with the highest frequency at 97.01% and the lowest frequency at 84.08%. The first four responses with the highest frequencies are: (i) consulting will help students to develop the desire to make an effort (97.01%) (ii) Students will learn from each other better ways to learn (96.02%) (iii) Teachers will learn how to make students’ learning interesting (95.52%) and students will like and support those teachers (95.52%). The data shows that consulting students is a good mechanism for improving teaching and learning and for establishing a good relationship in their schools. Students perceived that teachers and students gain from consulting students on schooling. 

Teachers’ views on the benefits of consulting were also identified through the teacher questionnaire. They were asked the same questions as on the students’ questionnaire seen in Table 17 above and similar Likert scales were used.

<table>
<thead>
<tr>
<th>Table 18: Teachers’ perceptions of the benefits of consulting students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Perception</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1 Students will learn better way to learn from each other</td>
</tr>
<tr>
<td>2 Teachers will learn from students how students want to learn</td>
</tr>
<tr>
<td>3 Teachers will learn how to make students' learning interesting</td>
</tr>
<tr>
<td>4 Students and teachers will learn to support themselves</td>
</tr>
<tr>
<td>5 Students will develop better study skills</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”

Teachers agreed that consulting students is beneficial to students and teachers. The data shows that the benefit of consulting to teachers has the
highest frequency: (i) teachers will learn to make students’ learning interesting (100%) (ii) Students will develop better study skills (96.15%) (iii) Students will learn better ways to learn from each other (92.31%). It is worth noting that eight teachers disagreed with the view: teachers will learn from students how students want to learn. These eight teachers may not be comfortable that they are to receive this knowledge ‘from’ students. There is a similarity between students’ and teachers’ views on the first question: students (96.2%) and teachers (92.31%). Students (84.08%) are more convinced than teachers (53.85%) that teachers will learn from students how students want to learn.

The views that teachers will learn how to make students’ learning interesting and those students will develop better learning skills and students and teachers will learn to support each other received high frequencies with a maximum frequency of 100% and a minimum frequency of 84.61%.

5.9 The Perspectives of students and teachers on consulting students about examination malpractice

5.9.1. Student perspectives on consulting them about examination malpractice
Consulting students about examination malpractice was perceived on three fronts: students’ understanding on why they should participate in preventing examination malpractice, the benefits of consulting students to their teachers and the effects of peer consultation on examination malpractice.
Figure 7: Reasons for consulting students on examination malpractice

(a) Why students are to be consulted about examination malpractice

Students perceived that they should be involved in preventing examination malpractice in their schools: as a problem that concerns them (a right), as a duty, and because “many of them fall victim” to examination malpractice.

Examination malpractice in schools is an institutional problem and students are stakeholders in their schools. Students are often deemed the beneficiaries of examination malpractice- they are concerned because they are involved in the problem. Being part of the school stakeholders, it is part of their duty to see to the prevention and solution to school problems. They want to be invited and consulted. They are to be consulted because they know why they engage
in it and what motivates them to neglect admonitions on examination malpractice. They “stand better opportunity to tell you how they feel about examination malpractice and how they can help to solve it” (Mercy, 18, St. Monica). They know each other better than the school authorities; they are aware of which of their classmates who need academic help and they know peers who often engage in examination malpractice. Their views are important on preventing examination malpractice because they know the “causes”, why peers do it and it is their right to contribute to solutions to their problem. Students also reasoned that they should be consulted on examination malpractice because discussing it with students shows them the need for effort, to enhance their moral reasoning on the problem and to see the need to report peers who engage in it. These reasons are articulated below:

Table 19: Students’ views on their participation in preventing exam malpractice

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augusta, 16, St. Alphonsus</td>
<td>They have to participate so as to know the consequences that are attached to it. It will reduce the rate of exam malpractice because they are now involved...it will make them to read i.e. burn midnight candle</td>
<td></td>
</tr>
<tr>
<td>Odinaka, 16, St. Albert</td>
<td>It is necessary because you will only solve exam malpractice if you know why they are doing it. This will enable the teacher know why students involve in exam malpractice</td>
<td></td>
</tr>
<tr>
<td>Genevieve, 17, St. Monica</td>
<td>It is very imperative because that is the only place the student can say out their opinions base on the malpractice being carried out by them, for they know themselves better than any other person do</td>
<td></td>
</tr>
<tr>
<td>Kizito, 15, St. Alphonsus</td>
<td>Students must participate in controlling exam malpractice because it will make the student to work hard and also to know the importance of education.</td>
<td></td>
</tr>
<tr>
<td>Fidelia, 18, St. Monica</td>
<td>To improve on the moral standard in the school among the students and the teachers [and] to alleviate corruption level in the society</td>
<td></td>
</tr>
<tr>
<td>Jonathan, 14, St. Albert</td>
<td>The student should be the eye of their teachers by reporting any of their class mates that participate in exam malpractice in their school</td>
<td></td>
</tr>
</tbody>
</table>
(b) The impact of consultation about examination malpractice on teachers

Consultation between students and teachers about examination malpractice was observed to be beneficial for preventing examination malpractice. Students argued that because they are aware of why and how they engage in examination malpractice, they are equipped to inform teachers on necessary steps against it. Also sharing their problems on determinants of examination malpractice with teachers offers them the opportunity of understanding the effects of the problem. It will help to enlighten teachers on student learning deficiencies, students' views and their problems in certain lessons:

*When you invite the students, they will tell you what the teachers will do during the exam to take care of cheating*

(Ifeanyichukwu, 14, St. Alphonsus)

*Teachers are like parents to the students, they will give them advice on how to stop exam cheating and also let them know the effects of cheating*

(Henrietta, 17, St. Monica)

*One of the main reasons of exam cheating is teachers not teaching the way students are supposed to be taught. Having discussion will enlighten teachers of this cause*

(Deciderus, 17, St. Albert)

(c) What the student council can accomplish

Students expressed the desire for a student council; there is a need to select some students in each class who are “in charge” of preventing examination malpractice. Students entrusted with this task should be members of the student council. They collect the names of peers who engage in examination malpractice for counselling. Counselling peers on examination malpractice could be peer counselling or students with their teacher(s). Discussion with
students who engage in examination malpractice is deemed more productive than punishment.

*Guidance and counselling will also be from students because I believe that if I call a student and tell him or her that you are playing too much, read your books it will help you. He or she will listen: tell them that exam malpractice is bad and tell them the consequences and many will run away from it*  

(Ugoo, 18, St. Alphonsus)

However, students perceived that student counsellors will be an organ of the student body working with school authorities to prevent examination malpractice as shown in Table 20 below. The student council is perceived as the organ of student governance as it would help authorities to prevent examination malpractice by enlightening students on its implications and effects and by initiating school rules on examination malpractice. Where students “are taking care of those laws”; they will feel empowered and will work to prevent examination malpractice. Students that engage in examination malpractice are to be punished by the student council. They can organise programs aimed at addressing the problem by using the advice and counselling of peers. They perceived that the council can also address this problem by working on improving teaching and learning and by emphasising the morality of examination malpractice. The council will collect information from students on their problems and work with school authorities to solve them. More importantly, students observed that the council will inform peers on their rights. The council will help improve teaching and learning by informing teachers on aspects that need to be corrected and behaviours that students do not agree with.
Table 20: Students' views on the impact of student council on preventing exam malpractice

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>School</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livina</td>
<td>14</td>
<td>St. Monica</td>
<td>It will help them to challenge examination malpractice because they are now members of the students government and therefore whatever they agreed to do is what they will do and nobody will oppose it</td>
</tr>
<tr>
<td>Felix</td>
<td>18</td>
<td>St. Albert</td>
<td>Student council will help them to challenge exam malpractice because during the student council, students will be advised on what to do and there will also be a lay down rules for the students and if any of the rules are defaulted, punishment follows the defaulter</td>
</tr>
<tr>
<td>Rita</td>
<td>16</td>
<td>St. Alphonsus</td>
<td>Student will be allowed to address issues that directly affected them. The student council will form a program ...to enlighten fellow student on reasons why they should not cheat in exams; using students like them as models</td>
</tr>
<tr>
<td>Jacinta</td>
<td>16</td>
<td>St. Albert</td>
<td>Forming student into student council will help to change bad ways teachers teach because they are now in the position of authority and they are now being recognized, therefore whatever they request for must be granted</td>
</tr>
<tr>
<td>Abigail</td>
<td>19</td>
<td>St. Monica</td>
<td>Students will be speaking with one voice. They can forward their campaigns to the appropriate authority, to redress the laziness and incompetence of teachers and to correct the lapses that give room for examination malpractice...the teachers will be conscious of this council and change for better... forming such a council will make the school to treat students not as slaves but as future leaders</td>
</tr>
</tbody>
</table>

Thus, having the council will bring some consciousness to school authorities that students monitor their actions and teaching. Finally, the presence of the council will lift the status and image of students in their schools. Student councils will implement these as “they will always be in contact with the students”. Student counsellors will work with teachers to monitor examinations.

*Student parliament will work hand-in-hand with teachers to observe students who normally cheat during exam in order to send them out of the school or to give them punishment*

(Ogochukwu, 14, St. Albert)
Students also observed that the council will help to bring friendliness between students and teachers by bringing “teachers close to the students”. This new relationship will be enhanced by “making students free from unlawful acts which caused teachers to give wild gap to the students because of their rude behaviour against their teachers” (Bernard, 17, St. Alphonsus).

In some schools, teachers, principals and invigilators engage in examination malpractice especially in external examinations. If this council is effective “they will make the teachers and supervisors alert and the students will also be alert to report anybody that is caught in examination malpractice”. A student council will help “the school to fish out the corrupt teachers”. Students report peers to teachers for examination malpractice but often teachers don’t handle it to their satisfaction, but when this report is made to the council, the council will handle it “according to the rules”.

Furthermore, they observed some activities the student council will initiate in their schools in order to prevent examination malpractice: the student council will organise “tutorial classes” where students will ask questions about examination malpractice. The council will “deliver motivational speeches to encourage hard work”. The council will also initiate peer searching before entering the examination hall, expelling peers caught in the act or “imposing a fine that most defaulting students can’t pay” in order to make them read and avoid examination malpractice. Other activities include:

organizing seminar on exam ethics, forming study groups, creating a forum for students to air their views and share their experiences, having inter-school quiz, debates and excursions

(Susanna, 17, St. Monica)
We will organize a program on exam ethics. Students from various schools will be invited...they will speak from experiences and tell us how necessary it is for students to remove fear from themselves during exams...They will speak on our problems

(Chigbo, 15, St. Albert)

If students are involved in preventing examination malpractice, student counsellors will help school authorities to inform students on decisions taken by the council on examination malpractice. Examination malpractice will be prevented because; the student council will impose “great punishment” for those who will engage in such malpractice. Examination malpractice will be prevented if “students understand the reasons why they should not cheat in examinations”. Students will be more disposed to report offenders because they know there will be enforced consequences. They noted conditions for a student council to function effectively: the council will make progress where “students and teachers unite as one family” and where opinions of students are being “put into work or action”. Also, the council will work properly where students and school authorities hold meetings to “discuss on how things should be done, discuss on their policies”. Student counsellors will be encouraged to do their work better where they feel that the “school authority cares about them”, where teachers make an effort in their job and “students are carried along”.

(d) The effect of peer consultation on preventing examination malpractice

Consulting about examination malpractice includes activities and discussions of students amongst themselves and students with their teachers on examination malpractice. Such discussions were perceived by students as vital in preventing examination malpractice as shown in Table 21 below: it will
invite the students to see examination malpractice as a community problem, by reasoning on the factors responsible for it and on the consequences of such offence. Also, through this discussion students are disposed to work towards preventing examination malpractice by communicating to others on better ways to prevent it. The outcome of their discussion will help them to develop the desire and encouragement to put in more effort in their studies. Such discussions will enable them discuss on the morality of such an act and conclude that examination malpractice is the wrong method of passing examinations. This discussion will also help other students to discover the academic problems of peers and offer help.

Table 21: **Students’ perceptions of the effects of peer discussion on exam malpractice**

<table>
<thead>
<tr>
<th>Student</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chikaodili, 15, St. Monica</td>
<td>Discussion will reduce exam cheating to a very high degree, when students come together... their mode of reasoning is the same so they can ask themselves why they cheat</td>
</tr>
<tr>
<td>Jonathan, 19, St. Alphonsus</td>
<td>When students come together to discuss on how to stop cheating, their minds are together since they are facing the same problems within themselves. They stand a better chance to encourage one another and to support one another</td>
</tr>
<tr>
<td>Mercy, 16, St. Albert</td>
<td>It will encourage students to read and grab some certain points which will help them in taking their examination on their own</td>
</tr>
<tr>
<td>Juliet, 15, St. Albert</td>
<td>This will work because what a fellow student know about stopping cheating will easily be communicated to other students</td>
</tr>
<tr>
<td>Celina, 19, St. Monica</td>
<td>If such discussion can be held between students and their peers...those already saturated with the habit of exam cheating then heard from their mates the consequences of exam malpractice, I believe it will help in reducing cheating</td>
</tr>
<tr>
<td>Solomon, 18, St. Albert</td>
<td>I have personally discovered in my class that a lot of students don’t know that asking other students answers during exam is wrong. This can be corrected by other students who know that telling others answers is wrong</td>
</tr>
<tr>
<td>Miracle, 14, St. Monica</td>
<td>Through the discussion, some who don’t read will buckle up and start reading. More intelligent ones will tell others students better ways to read and pass on their own</td>
</tr>
</tbody>
</table>
Students were highly emphatic on the issue of effective and productive advice: their peers’ advice would be more appreciated because they would be speaking from similar experiences, understanding and pressure unlike their teachers.

You are more convinced about a particular thing which you discussed with students of your age. The point of view of the teacher might be different from the point of view of students. Your friend will advice you based on the fact that two of you are experiencing the same pressure but your teachers will advice you based on their experiences many years ago

(Jacob, 16, St. Albert)

If I am the type of person that involves himself in exam malpractice, a teacher can’t convince me to change because the teacher is not having the same experience with me...we are not having the same pressure of fail and fail-out

(Amaka, 17, St. Monica)

(e) Students’ questionnaire responses on preventing examination malpractice through consulting

I perceived students’ views on the need for consulting them on examination malpractice through the student questionnaire as shown on Table 22 below. Students’ views were collated on a 4-point Likert scale. The eight questions centred on the effect of their understanding and participation in preventing examination malpractice and on the activities the student council will carry out in the process. The table shows the highest frequency of agreement at 88.56% and lowest frequency of agreement at 63.68%. There is a feeling of participation and ownership as portrayed in the table: students will share in school goals where they participated in creating them.
Table 22: Students’ perceptions of preventing exam malpractice through consultation

<table>
<thead>
<tr>
<th>Students’ Perception</th>
<th>Response Categories</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1 Understand that preventing exam malpractice is their responsibility, they will accept it</td>
<td>48</td>
<td>23.88</td>
<td>80</td>
<td>39.80</td>
<td>53</td>
</tr>
<tr>
<td>2 Participate in preventing exam malpractice, they will report peers who engage in it</td>
<td>51</td>
<td>25.37</td>
<td>94</td>
<td>46.77</td>
<td>42</td>
</tr>
<tr>
<td>3 Participate in making exam rules, they will support the rules</td>
<td>51</td>
<td>25.37</td>
<td>113</td>
<td>56.22</td>
<td>27</td>
</tr>
<tr>
<td>4 Discuss exam malpractice with their teachers, they will be convinced not to engage in it</td>
<td>71</td>
<td>35.32</td>
<td>91</td>
<td>45.27</td>
<td>25</td>
</tr>
<tr>
<td>5 Participate in preventing exam malpractice, they will confront peers who engage in it</td>
<td>73</td>
<td>36.32</td>
<td>78</td>
<td>38.81</td>
<td>31</td>
</tr>
</tbody>
</table>

Student council will inform

| 6 On why students engage in exam malpractice                                         | 74      | 36.82 | 91    | 45.27 | 24    | 11.94 | 12    | 5.97  |
| 7 On how exam malpractice can be prevented                                           | 74      | 36.82 | 104   | 51.74 | 21    | 10.45 | 2     | 1.00  |
| 8 Can work with teachers to prevent exam malpractice                                  | 72      | 35.82 | 79    | 39.30 | 32    | 15.92 | 18    | 8.96  |

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”

The data shows that students would support rules on examination malpractice when they participated in making them (81.59%), and they would see the need to abstain from examination malpractice when they discuss examination malpractice with their teachers (80.59%). The Table shows that when students participate in prevention of examination malpractice, they would have the moral obligation and power to take the message of examination integrity to peers who engage in it (75.13%) and to report them to the student council (72.14%). Students agreed that student councils are aware of how examination malpractice can be prevented (88.56%) because they know why students engage in examination malpractice (82.09%). Thus, the council can work with teachers to prevent it (75.12%).
5.9.2. Teachers’ perspectives on consulting students about examination malpractice
Teachers perceived that involving and consulting students on examination malpractice is necessary because students understand their peers better than the school authorities do. They know “their secrets”; they know which of their peers are serious about their studies and which are not, and the ones who normally engage in examination malpractice. Students will offer reasons for engaging in examination malpractice and they can also communicate these reasons to the school authorities.

Discussion on examination malpractice within the school community is perceived as a preventive measure of the problem. This discussion is necessary in order for students to “discover for themselves the evils or side effects of exam cheating, they will see the need for effort and hard work”. The discussion will help them because some of these students don’t know that examination malpractice is bad, “they see others doing it and join them”.

Teachers observed that when students discuss examination malpractice in their council meetings and decided to prevent it in their schools, they will put an end to it.

*If they discuss it in the parliament and say this is what is going to happen, they we will carry it out. These students, they have power in the school. What they do not want, they have the power to say we do not want this in our school and they will carry on and make sure that that thing did not happen in their school*

(Teacher, St. Monica)

Examination malpractice is more easily prevented in schools where students participate in preventing it because “a good number of them” will report peers who engage in it. Teachers perceived that their schools will prevent examination malpractice by “giving students responsible positions” in the
school. Students are to take part in giving peers advice on “good morals, good
behaviour, exam ethics” and discipline. Students are to be included in drafting
examination rules and in the execution of those rules and involved in deciding
the type of punishments given to offenders. Also, students are to be included
in the management decisions of the school.

Then another form of control of cheating is giving students responsible
positions. Let them be part of the decision making process when a student
is caught cheating and on what should be done to that particular student.
Make them members of exam committee...you should bring them in the
management decision making process of the school

(Teacher, St. Albert)

The principal of St. Monica observed that she had involved students in
preventing examination malpractice in her school when she was a teacher.
During that period, students “reported suspected cases of examination
malpractice and often some solutions”. Also, if students are to “turn their
minds away” from examination malpractice, schools would improve in
teaching and learning.

I used the questionnaire to ascertain teachers' views on involving and
consulting students on examination malpractice. Teachers views were
assessed through a 4-point Likert scale (strongly agree, agree, disagree and
strongly disagree). Teachers were asked three sets of questions to analyse
their views of students’ participation in consulting, students ability to gather
data on prevention of examination malpractice and to inform the school
community on the data as shown in Table 23 below. The table has the highest
frequency of agreement at 96.15% and the lowest frequency of agreement at
57.69%. The data on the table below shows that preventing examination
malpractice in schools is expected to be a community effort (teachers and students).

Table 23: Teachers’ perceptions of preventing exam malpractice through consulting students

<table>
<thead>
<tr>
<th>Students’ Perception</th>
<th>Response Categories</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F   %</td>
<td>F  %</td>
<td>f   %</td>
<td>f  %</td>
</tr>
<tr>
<td>1 Understand that preventing exam malpractice is their responsibility, they will accept it</td>
<td>3</td>
<td>11.54</td>
<td>14</td>
<td>53.85</td>
<td>7</td>
</tr>
<tr>
<td>2 Participate in preventing exam malpractice, they will report peers who engage in it</td>
<td>5</td>
<td>19.23</td>
<td>15</td>
<td>57.69</td>
<td>5</td>
</tr>
<tr>
<td>3 Participate in making exam rules, they will support the rules</td>
<td>3</td>
<td>11.54</td>
<td>12</td>
<td>46.15</td>
<td>10</td>
</tr>
<tr>
<td>4 Discuss exam malpractice with their teachers, they will be convinced not to engage in it</td>
<td>5</td>
<td>19.23</td>
<td>19</td>
<td>73.08</td>
<td>2</td>
</tr>
<tr>
<td>5 Participate in preventing exam malpractice, they will confront peers who engage in it</td>
<td>4</td>
<td>15.38</td>
<td>20</td>
<td>76.92</td>
<td>1</td>
</tr>
<tr>
<td>6 Can research in groups on why students engage in exams malpractice</td>
<td>2</td>
<td>7.69</td>
<td>15</td>
<td>57.69</td>
<td>8</td>
</tr>
<tr>
<td>7 Can inform teachers on ways to prevent exam malpractice</td>
<td>7</td>
<td>26.92</td>
<td>9</td>
<td>34.62</td>
<td>9</td>
</tr>
<tr>
<td>8 Can work with teachers to prevent exam malpractice</td>
<td>13</td>
<td>50.00</td>
<td>12</td>
<td>46.15</td>
<td>1</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”

Questions which address preventing examination malpractice from a community approach have the highest frequencies: it will be prevented where teachers and students work together (96.15%), students participate in the process they will confront offenders (92.3%), students and teachers discuss the problem (92.31%) and students as participants report offenders (76.92%).

It is worth noting that activities which students carry out alone received lower frequencies: students will help to prevent examination malpractice by supporting examination rules (57.69%), by researching on why students cheat (65.38%) and by informing teachers on how to prevent it (61.54%). Students
will also accept the responsibility of preventing cheating (65.39%). There are similarities between students’ answers (Table 22) on consulting them on examination malpractice and teachers’ answers on the same questions (Table 23): peer report which students and teachers considered difficult to carry out under their normal school process of preventing examination malpractice (2.5.3.4) is accepted by both students and teachers to work where students take part in the initiation and process of preventing examination malpractice. Under the new method of preventing examination malpractice through student voice, students (72.14%) and teachers (76.92%) agreed that students would be willing to report peers, confront offenders (students 75.13%, Teachers 92.3%) and support rules guarding examinations (students 81.59%, teachers 57.69%). Also, contrary to students’ attitudes to examination malpractice in their schools, under the new ethos, students can gather data on their own on why peers engage in examination malpractice (students 77.61%, teachers 65.38%) and can inform teachers on the data (61.54%).

There are a similarity of answers between students and teachers: both groups agreed that consulting students and their participation in preventing examination malpractice is necessary. Students will help to prevent examination malpractice to a great extent through some activities initiated by the council. There are similar views between students and teachers on the questionnaire (Tables 22 and 23): under the new ethos of community approach to preventing examination malpractice, students will accept the responsibility (students 63.68%, teachers 65.39%), report peers (students 72.14%, teachers 76.92%), avoid engaging in the offence (students 80.59%, teachers 92.31%) and confront offenders (students 75.13%, teachers 92.3%).
The frequency of views suggests that teachers considered students’ participation advantageous to preventing examination malpractice.

**5.10 Benefits of consulting students on examination malpractice**

This section examines the views of students during interviews after they had been consulted by their teachers on examination malpractice, teaching and learning in the three schools (3.8.3). After consulting students in each school, their form teachers left the venue and I was alone with the students. I asked students their impression of the discussions with their teachers. Students observed that consulting them on examination malpractice will help enhance their morality on the problem. They noted that the behaviour of some of their peers “is not impressing at all”. Consulting students will help to guide such students towards good moral behaviour. Consulting students on examination malpractice gives them a medium for communication with teachers. They will be disposed to tell teachers and principals about those academic problems that “cause” them to engage in it. Students perceived that without this type of involvement, they “will not do anything” when they see things going wrong in their classrooms or examination hall. Discussions about examination malpractice will encourage them “to read harder”, to learn how to study, “to believe in themselves”. Through consulting on examination malpractice, they realised the effects of having friends in their peer group who are not serious in their studies and who engage in examination malpractice. They realised the need to report peers who engage in examination malpractice, that they “will not succeed in future” through examination malpractice.
From the discussion, I learnt that we should know the type of peer groups we move about with

(Emmanuela, 14, St. Monica)

Having noticed that the school does not condone examination malpractice, students will be forced to read so as to excel in examinations thereby reducing examination malpractice

(Kenedy, 14, St. Albert)

Students should report anybody seen committing exam malpractice and that person is to be punished

(Bridget, 13, St. Alphonsus)

It has alerted me on the disadvantages of examination malpractice. To engage in it will ruin my ambition as a student

(Esther, 13, St. Monica)

It discourages me from exam malpractice and that exam malpractice is waste of knowledge to the student

(Nkiru, 14, St. Albert)

It will make them to be serious with their books... it will make students to make effort

(Chidera, 16, St. Alphonsus)

Furthermore, students perceived some advantages of consulting students on examination malpractice on the students’ questionnaire. Students observed that they are not likely to engage in examination malpractice in subjects taught by teachers that consult them on teaching, learning and examination malpractice (strongly agrees 43.3%, agree 33.6%, disagree 15.9%, strongly disagree 7%). Also, students are more likely to report offenders where students are made to understand that examination malpractice of their classmates affects them (strongly agree 34.3%, agree 43.8%, disagree 15.9%, strongly disagree 6%). Teachers maintained that consulting students on examination malpractice will help teachers to offer solutions to students’ academic problems. The percentage of students engaging in examination malpractice will reduce
because students will be getting their results through their efforts. Students’
behaviour will improve through consultation, because teachers will “continue
where parents stopped” in giving students a direction in life. Relationships
between students and teachers are enhanced because consulting is seen as
“a family meeting where everybody has the right to suggest” to school
improvement. Teachers agreed that awareness of the consequences of
examination malpractice through consulting is a way of preventing
examination malpractice (100%).

The study shows that students and teachers are in agreement that consulting
students on examination malpractice has the potentials for: improving
teaching and learning, relationships between students and teachers,
agreement on what constitutes examination malpractice and improving
students’ moral approach to examination malpractice. Teachers maintained
that consulting students on examination malpractice enables a better
understanding of the effects of the problem and encourages students’
participation in preventing it.

5.11 Students and teachers understanding of preventing
examination malpractice through consultation
Respondents maintained that to prevent examination malpractice in their
schools certain improvements and implementations had to be made
regarding: teaching and learning, student participation, community
relationships, invigilation and students’ morality and rules.
5.11.1 Students’ understanding of preventing examination malpractice through consultation

(1) Improve teaching and learning

Students observed that their school authorities are aware that they engage in examination malpractice. School authorities should ask themselves “why do students indulge in examination malpractice in the school?” All student focus groups maintained that the easiest way to prevent examination malpractice is to improve the quality of teaching and learning in their schools. They have experience of good and bad teaching, skilled and unskilled teachers. They do not want teachers to be reading notes for them while teaching but to teach from their brains. Students want teachers to remind them about and check their understanding of previous topics to make connections between topics. Teachers should show students their enthusiasm about the topic of the lesson in order to motivate students’ interest.

Most of our teachers, when they want to teach, they will bring textbooks to the class and open them up. They will be reading things and explaining… but this man, he does not even take books to class. He has the charisma. After teaching you, go to the textbook, you will just see that all the points in the textbook were taught in the class

(Pius, 16, St. Albert)

Some teachers are not coming on time...before they will be in the class, their time is almost up. Next time, they will not continue where they stopped but started another topic. That makes it difficult for us to understand it

(Comfort, 14, St. Alphonsus)

When we were in JSS2, our physics master was attending class but instead of teaching, he would start joking with students

(Nancy, 15, St. Monica)

Students perceived that quality teaching can be achieved in their schools under certain conditions: there are to be qualified teachers in schools and
these teachers are to teach them “practical examples”. Teachers should be “simple and clear” when teaching. Teachers should make their “subjects easy to understand” and help students to build confidence in themselves so that they will pass their subjects with some effort on their part. Teachers are to “lay more emphasis on practicals” because practical aspects of their subjects are often not covered during lessons. Teachers should give them homework in order to encourage students to study at home. They distinguished between assignments that are self-discovery oriented and ordinary assignments:

*His assignment is not just an ordinary assignment like other teachers but his is a way to make you to research. His assignment opens your eyes, it makes you to open textbooks…I so much like it because it is another avenue for you to go into research and to discover the answer*

(Goodluck, 16, St. Albert)

Assessments should be marked on time so that students will see their mistakes and make an effort. Quality teaching includes: teaching students how to read and understand, the environment conducive to good learning and how to pass their examinations. Also, the scheme of work should be finished on time in order to give students confidence when taking examinations. Their principals should undertake “effective monitoring of teachers on how they should teach” in order to improve teaching and learning. To achieve quality teaching, teachers should attend class when due to do so and be punctual. Their principals should make rules to guide teacher attendance at classes and students should learn these rules in order to monitor teacher attendance. Students have ideas about what their principal should do to check teacher attendance to lessons:

*The principal should have a book known as teachers’ lesson signing book…now let us say that in that signing in book there are subheadings;*
Effective teaching is focused teaching, and includes students’ understanding of the topic, teacher’s ability to check for students’ level of understanding and document this in order to rely on it in the future. This view is in line with that of Fullan et al., (2006) that keeping school record of students understanding of topics gives teachers “precise and continuously updated information on students’ starting points and on their progress along the way” (p.63)

The behaviour of some teachers is not encouraging for students learning but they have no mechanism through which to complain for fear of punishment by teachers. They are afraid of writing “a report against their teachers to the principal” because “they will deal with us if such is done”. Students observed that if they were taught well in their schools, many of them would not go to “private centres” during external examinations in order to pass through examination malpractice. There would be no need to go to private centres “because students have been taught what they are supposed to know” and if some students still go, at least the “number of students that will go to private centres will be greatly reduced”. Students observed that if they had the opportunity to discuss their problems in class with teachers, “their learning will be more” and “they will ask questions when they are confused”. Discussion with teachers will enhance their understanding and some of them will not be thinking about examination malpractice.

Yes, the teacher will know the problems of the students and provide the teaching method that will be suitable for them

(Cynthia, 16, St. Monica)
Students in St. Monica observed that examination malpractice could be prevented in their school by reducing the number of subjects they take during examinations: they take more than four subjects in a day. They find it very difficult to study so many subjects and gain the confidence necessary to believe that they would pass them.

(2) Invite student participation

Students observed that they should participate on the program of preventing examination malpractice in their school because: student participation gives them the responsibility of suggesting solutions to it. Students maintained that they know the “causes” (82.09%), are experienced on how to prevent examination malpractice (88.56%) and are willing to work with teachers to prevent it (75.12%). It gives students a sense of belonging that teachers recognised their ability to help in solving school problems.

*If exam malpractice is to be stopped, the views of the students should be sought on the causes and ways to prevent it*

(Uche, 15, St. Monica)

Students’ participation will motivate them to support such programs and give them the zeal to report offenders (72.14%). Examination malpractice will be prevented by reporting offenders. Students will report offending peers for examination malpractice in order to maintain the integrity of their examination. They will also report offenders if it is seen as a responsibility.

*I am a class prefect and what I wrote in my class was ‘say no to exam cheating and make my class best’. Whenever I catch you doing anything like exam malpractice, I will report you...now I have minimized exam malpractice*

(Albert, 17, St. Albert)

Some students shared the view that consulting with students who engaged in examination malpractice to give them advice would be more productive than
reporting them merely for punishment. For them, examination malpractice cannot be eradicated completely in their schools through punishment but it can be “drastically reduced” if offenders’ academic and moral problems are resolves through counselling. I asked students if they had signed a pledge on admission that they would report cases of examination malpractice they observed, would they still keep the pledge after admission. Some students, especially those who disliked examination malpractice would keep the pledge. Also, students will keep the pledge if they see that others in the school before them are keeping it and if school authorities are against examination malpractice. Students answered the same question on the student questionnaire: 74.6% of students accepted that they would report peers for examination malpractice while 25.4% would not report peers. Thus, the context of peer reporting is affected by the context of the schooling. Teachers shared similar views with the students in that students will keep the pledge if the “environment and leadership” of schools encouraged peer reporting.

(3) Improve teacher-student relationship

Students viewed a good teacher-student relationship as vital to quality learning. Teachers should be friendly with students. A quality student-teacher relationship offers students the opportunity to interact with their teachers in the class, and disposes them to ask and answer questions.

*Teachers should show friendly attitude to students and not be harsh on them so that students will be closer to them and ask questions in class*  
(Chichi, 13, St. Monica)

Students’ liking for teachers is based on teachers’ pedagogic skills and on teachers’ “code of conduct”. They are drawn to teachers who teach them well, who are skilled in their subjects, and who are committed to the goals of
the lesson. Teacher respect is not imposed but gained through a sense of professionalism.

_I like teachers that teach with vision. When the man is teaching, you see that he knows it and is sure of what he is teaching... there is likeness and affinity we have with such teacher because of the way he teaches. He makes you develop respect for him_

(Godfrey, 17, St. Albert)

_I must confess that my love for chemistry and my likeness for chemistry as a subject came to be immediately he was given the mantle to teach us. He is a great teacher beyond doubt... students developed likeness for this teacher because of how he was teaching and secondly by his code of conduct_

(Kenechi, 18, St. Albert)

Quality student-teacher relationships lead to enhanced learning and improved confidence that students will pass examinations without offending. I asked students about the behaviour of teachers that they liked as shown in Table 24 below; they indicated they were drawn to teachers that are not “easily provoked”, teachers that bring fun into their lessons and make students “laugh a little” when they are feeling bored. They are also drawn to teachers that are strict but “not to a fault”, punctual for class, give clear assignments, show knowledge of the lesson topic and create time for students. Also, they like teachers who dress well. Interpretatively, students expect their teachers to be strict, to punish where necessary but more importantly they expect such teachers to teach well. Students also shared views on teacher behaviour they are not comfortable with: teachers whose classes were boring and confusing; “who don’t teach but read notes without explanations”; who do not ask questions, who are not patient with students, truants, those that make students perceive themselves as unintelligent and those that give unnecessary punishment.
Table 24: **Behaviour of teachers that encourage good relationships**

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obele, 16</td>
<td>St. Albert</td>
<td><em>He can flog and he can play with the students. He teaches that subject very well... and he tolerates students... and explained every question asked very well</em></td>
</tr>
<tr>
<td>Somadina, 14</td>
<td>St. Monica</td>
<td><em>She is always punctual to class and that helps me a lot because if she is the type that does not come to class regularly, I might lose interest in the subject</em></td>
</tr>
<tr>
<td>Rosita, 15</td>
<td>St. Monica</td>
<td><em>My English teacher is eloquent and makes the subject interesting by her method of teaching...she does not teach with notes in her hands. She teaches as though she were English herself</em></td>
</tr>
<tr>
<td>Pricilla, 18</td>
<td>St. Monica</td>
<td><em>Many times I or my classmates could not understand a particular concept but she will keep on explaining knowing that it will eventually make sense to us</em></td>
</tr>
<tr>
<td>Brain, 14</td>
<td>St. Alphonsus</td>
<td><em>I like the teacher because he teaches to your understanding</em></td>
</tr>
<tr>
<td>Chimaobi, 17</td>
<td>St. Alphonsus</td>
<td><em>I like the teacher because of the fact that he encourages his student a lot to do their best... gives advice and is always available to students at any time</em></td>
</tr>
</tbody>
</table>

Students associated “good pedagogy” with teachers who do not teach by reading from texts/notebooks but showed knowledge of the lesson topic by teaching without texts/notebooks in their hands. Such “skilled” teachers attract students’ admiration, likeness and motivation to engage in the lesson.

**4) Proper invigilation and initiation of examination rules**

Respondents maintained that proper invigilation is apt for prevention of examination malpractice. Some teachers mark examination scripts during invigilation. Students suggested splitting examinations for year levels into different days instead of the current system of all year levels starting and ending examinations the same day. This will make for more examination rooms to be available for each year level, so that students will have more space between them during examinations and reduce the proximity of looking into peer’s work. Respondents suggested using school stamped answer marks.
scripts and assigning students to different seats other than theirs during examinations. Proper invigilation decreases examination malpractice because students will be afraid of being caught. Students will receive the message that teacher presence during examinations is to maintain examination integrity.

Eye contact and movements of invigilators send messages to students that offenders will be caught. Respondents also observed that students should have printed examination rules that show the do’s and do not’s of examination malpractice. I asked students whether they would contribute to preparing the rules. There was unanimous acceptance - yes.

*left for me, students are to make the rules and show the teachers for approval. If the teachers make the rules alone, some students may not like it... teachers often don’t understand students’ feelings*

(Eusebius, 16 St. Albert)

Students caught in examination malpractice are to be punished but punishment should be humane and be used for corrective purposes.

*If people are making noise in the class or missing classes; there is a way he does things. Some of us in SSS3 make noise because, they feel they are about to leave school; he will say no noise. He does not come to the class with cane like other teachers but sometimes he comes with cane. If students continue to make noise, he will use the cane but will not flog you at random; he will flog you as a father corrects his child...That does not make him to hate you or to fail you in the subject*

(5) Improve students’ morality/integrity on examination

Respondents maintained that some students engaged in examination malpractice because they saw others doing it; hence, it is learned behaviour. Some students who engaged in it did not know the implications and effects of it because they felt that they would not be caught. Some peers have lost the sense of morality and integrity of examination malpractice because they take it as an “elevated culture” and because many peers engaged in it. Respondents maintained that through student council program of discussions
on morality and integrity of examinations malpractice, students will understand the effects of examination malpractice in their career; students who are thinking of such act will decide otherwise and those who are already into it “will turn a new leaf”.

there are some students among us that don’t have moral behavior, their behavior is not impressing at all. So this discussion will help to guide their moral behavior in the right way. I suggest that this discussion, this guidance should be encouraged

(Clementine, 16, St. Monica)

Some people are doing exam malpractice because they don’t even know it is the wrong thing. If you tell them, this way you are following is not the right way, see the right way and see the benefit it will bring to you; I see no reason why students should not follow. Moral counselling will work because continuous relationship with counsellors will improve the situation. Guidance and counsellors can also be from students

(Adrian, 17, St. Albert)

Respondents argued that improved student morality will have positive effect on their motivation to engage in examination malpractice; students will think about the moral implications of the offence.

Sound morality has salutary effect on cheating, if you are morally sacrosanct, if you are deeply religious and you respect your God, you will not want to cheat in exam

(Teacher, St. Alphonsus)

Respondents also vouched for character education that instils values of effort, responsibility, good judgement and integrity. Respondents maintained that their schools should have examination policies that contain what is expected of students and teachers. Such policy will help students to imbibe the integrity needed in examinations and tests.
(6) Perceptions on preventing examination malpractice from questionnaires

(a) Students’ perception on preventing examination malpractice

Students were asked to choose ‘yes’ or ‘no’ to the question: *in your school students choose their seats in exams*. Some students accepted that students choose their seats (34.8%), while many students disagreed with the view (65.2%). Students’ views on how to prevent examination malpractice were collected through the question: *your school will best prevent exam malpractice by*. Students chose from 5-point suggestions on how to prevent examination malpractice as shown in Table 25.

Table 25: Students’ perceptions of preventing exam malpractice

<table>
<thead>
<tr>
<th>Your school can best prevent exam malpractice by:</th>
<th>( F )</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Getting students involved in preventing it</td>
<td>25</td>
<td>12.44</td>
</tr>
<tr>
<td>2 Making sure that students learn well</td>
<td>134</td>
<td>66.67</td>
</tr>
<tr>
<td>3 Increasing punishment for the offense</td>
<td>16</td>
<td>7.96</td>
</tr>
<tr>
<td>4 Making sure students understand exam rules</td>
<td>12</td>
<td>5.97</td>
</tr>
<tr>
<td>5 Teaching moral education more in the school</td>
<td>14</td>
<td>6.97</td>
</tr>
</tbody>
</table>

Table 25 shows the three ways schools can prevent examination malpractice is to make sure that students learn well, involve students in preventing examination malpractice and punishments for offenders. Thus, students perceived that improving the quality of teaching and learning is the best way to prevent examination malpractice. Table 25 shows that examination malpractice can be prevented through improving students’ moral approach towards examinations, but students do not see it as the only condition based on the experiences of their schools. Table 25 also shows that improving teaching and learning cannot prevent examination malpractice alone, other actions mentioned on the table are also important. Such actions include
students’ participation, punishment of offenders, initiation and understanding of examination policies and moral discussions on effects of examination malpractice.

(b) Student perception of teacher behaviour in preventing examination malpractice

Using a 4-point Likert scale, I examined students’ views on teacher behaviour that could help to prevent examination malpractice (Table 26). These teacher behaviours were perceived as potential mechanisms for preventing examination malpractice. Students were more convinced by teacher behaviour that implied punishment is a better preventive mechanism to the problem.

Table 26: Students’ perceptions of teacher behaviour in preventing examination malpractice

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Perception</th>
<th>Response Categories</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Are fair in marking exams</td>
<td>56</td>
<td>27.86</td>
<td>80</td>
<td>39.80</td>
<td>46</td>
</tr>
<tr>
<td>2</td>
<td>Appeal to students’ conscience not to do it</td>
<td>66</td>
<td>32.84</td>
<td>92</td>
<td>45.77</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>Threaten students that offenders will be caught and punished</td>
<td>73</td>
<td>36.32</td>
<td>96</td>
<td>47.76</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Punish offenders severely</td>
<td>100</td>
<td>49.75</td>
<td>74</td>
<td>36.82</td>
<td>16</td>
</tr>
</tbody>
</table>

Percentiles are calculated by adding frequencies of “strongly agree” and “agree”

Fear of being punished severely deterred students from examination malpractice (86.57%) than appealing to students’ conscience not to engage in it (78.61%). Threatening students that examination offenders will be caught (84.08%) seemed more effective than marking examinations fairly (67.66%). Teacher fairness will prevent examination malpractice but where offenders are never punished students will perceive their teachers as weak and encouraging examination malpractice. Thus, to prevent examination
malpractice in schools, students should perceive that there should be strict penalties for offenders.

5.11.2 Teachers’ perceptions of preventing examination malpractice through consultation

(1) Improve teaching and learning
Teachers maintained that examination malpractice cannot be eradicated but it will be greatly reduced if teachers and students work together. Students know their private reasons for examination malpractice; they know why they engage in examination malpractice and will inform teachers about those areas. Students will also offer some insight on how to solve their problems in school. Teachers perceived that the first task in preventing examination malpractice is to improve the quality of teaching, learning and the conditions of schooling. They observed that when students have been given quality teaching and they have read well, they will have the confidence to pass. They are less likely to desire external help in order to pass examinations.

Where there is real learning in secondary schools, exam cheating will be controlled. When somebody is confident in himself, when he has the knowledge, what is he doing with examination cheating?
(Teacher, St. Alphonsus)

Teachers observed that to maintain quality in teaching, the populations of students in some schools (those in urban areas) should be reduced in order to give students proper assessments. Parents are to be informed of the dangers of sending their children to “private centres” (4.2.4). The government is to derecognize private centres perpetrating examination malpractice.
(2) Teachers’ perceptions on preventing examination malpractice

Teachers’ views on the prevention of examination malpractice were also ascertained through the teacher questionnaire. Teachers were asked similar questions to those which students were asked on preventing examination malpractice. According to the data, 26.9% of teachers agreed that schools will prevent examination malpractice by getting students involved in preventing it. The majority of teachers observed that their schools will prevent examination malpractice by making sure that students learn well (42.3%). Also, 7.7% of teachers perceived that their schools will best prevent examination malpractice by increasing punishment for examination malpractice and 15.4% of teachers noted that their schools will do this by making sure that students understand examination rules. Approximately 7.7% of teachers observed that schools will prevent examination malpractice by teaching moral education more in schools.

Table 27: Teachers’ perceptions of their behaviour in preventing exam malpractice

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Getting students involved in the preventing it</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>2 Making sure that students learn well</td>
<td>11</td>
<td>42.31</td>
</tr>
<tr>
<td>3 Increasing punishment for the offense</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td>4 Making students understand exam rules</td>
<td>4</td>
<td>15.38</td>
</tr>
<tr>
<td>5 Teaching moral education more in schools</td>
<td>2</td>
<td>7.69</td>
</tr>
</tbody>
</table>

There are similarities between teachers’ (Table 27) and students’ (Table 26) answers to the above questions: both students and teachers believed that the primary way to prevent examination malpractice is to improve teaching and learning followed by getting students involved in preventing it. The third option for teachers is to make sure students understand exam rules while for students, it is increasing punishment for examination malpractice. For
teachers, the least effective way to prevent examination malpractice is improving students’ moral approach towards examinations but for students, it is making sure students understand examination rules. Students and teachers are agreed that the five teacher behaviours are a potential way of preventing examination malpractice.

5.12 Summary of findings
The study aimed to explore the prevention of examination malpractice in secondary schools by exploring the views of students and teachers and to analyse if the factors that determine examination malpractice can be solved through student voice. The study shows that examination malpractice is prevalent in schools, students are aware that it takes place and their primary purpose for engaging in it is to pass examinations and tests. Predictors of examination malpractice are mainly personal (lack of learning skills and goals) and situational (poor pedagogy, poor relationships between students and teachers, peer pressure and lax leadership, low morality and integrity). Collusion is the most frequent method of malpractice while plagiarism remains the least method of engaging in examination malpractice. Students’ attitude to peer engagement in examination malpractice is that of indifference and they do not see it as their duty to prevent it. Schools in the study had no policy on examination malpractice; hence there was no proper communication of rules, or structured programs to prevent it. The study shows that students are experienced on their personal and situational problems that motivate them to engage in examination malpractice. Students desired to be consulted and they wished to engage with school authorities in a democratic context to solve problems through a community approach- that of “student voice”. Students
wanted the introduction of a student council and perceived it as the path to enhancing teaching and learning, strengthening relationships and valuing the experiences and skills of students. To prevent examination malpractice, schools have to initiate student council that would address determinants (4.2) and moral issues implicit in examination malpractice.
CHAPTER 6

DISCUSSION

This section captures the findings from the study and relates them to educational research. The findings are discussed with reference to the research questions. The section also details the interpretations drawn from respondents’ views on the ethos of their schools prior to and after consultation on examination malpractice. It shows the reasons for the prevention of examination malpractice and how this utilises a community approach of ‘student voice’ in secondary schools. The chapter concludes with the conceptual framework for addressing the prevention of examination malpractice through ‘student voice’.

6.1 The Research Questions and Findings

The study aims to capture the views of students and their teachers in three secondary schools in relation to examination malpractice, through consultation with students on schooling. Findings from the study show respondents’ views on teaching and learning, examination malpractice, relationships and care, attitude towards examination malpractice and management of their schools. Findings from the study also show the effect ‘student voice’ would have on their schools.

1. What are students and teachers understanding of examination malpractice and levels of prevalence in their schools?

2. What are the attitudes of students and teachers towards examination malpractice?
3. What factors determine examination malpractice in these schools?
4. What is the level of understanding of students and teachers on consultation with students about schooling?
5. What are the perspectives of students and teachers on consultation with students about examination malpractice?
6. What is the level of understanding of students and teachers with regards to preventing examination malpractice prior to and after consultation.
7. What is the ethos of schools on examination malpractice prior to and after consultation?

6.1.1 What are students and teachers understanding of examination malpractice and levels of prevalence in their schools?

This question aimed to capture students and teachers general understanding of: (i) examination malpractice (ii) the reasons why students engaged in examination malpractice (iii) whether they perceived it as a problem and worth preventing in their schools and (iv) the prevalence of examination malpractice in these schools.

There is an understanding of the purpose of examination and the meaning of examination malpractice amongst students and teachers whereby examinations check whether students have comprehended a topic to a suitable level. Students understood examination malpractice to be an illegal act carried out by students during tests, assignments and examinations in order to obtain higher grades. Teachers observed that some of their colleagues (46.2%) did not take examination malpractice seriously. There were no defined rules associated with examination malpractice in the three schools; thus, there was no overall definition of examination malpractice. There was also a lack of understanding of examination malpractice to include
helping peers to solve homework. In fact, a student in one of the focus groups asked:

_Is getting help from another student on my homework cheating? Ah! I do it; I don’t think it is cheating. If you don’t understand the stuff, what do you do then?_

(Odili, 16, St.Albert)

Teachers also shared the view that students lacked understanding of helping peers on homework as examination malpractice. In addition, a percentage of teachers agreed that students should not work with their peers to solve their assignments. For some teachers, as “long as they do not use the same words”, they can work with peers on homework. Thus, teachers and students are not in agreement with what constituted examination malpractice. Lack of agreement between teachers and students on what constitutes examination malpractice was also evident in the work of Evans et al, (1990) and Burke (1997).

Students and teachers agreed that the primary purpose for engaging in examination malpractice was to obtain a good grade and be promoted to the next level or towards university. Only students observed that their peers engaged in examination malpractice because they had seen others doing this. Other reasons associated with engagement in examination malpractice included the policy of “fail-and fail-out” in schools; lack of effort, academic competition amongst peers for high marks and pressure on students to appear intelligent to their parents, relatives and friends.

Respondents perceived examination malpractice as a problem on three fronts: education, economy and corruption in society. Students who engaged in examination malpractice often presented false images of their academic
ability. Davis et al, (2009:12) referred to this effect as the “deep, dark secret of academic cheating”. The difference between this study and that of Davis et al, (2009) was that students in this study perceived themselves as already reaping the negative effects of examination malpractice. They predicted that some of their teachers acquired their certificates through examination malpractice so they were not well taught. Some teachers “make some simple topics difficult for students to understand” (Ejidike, 15, St. Albert). Whist some teachers, especially science teachers, often avoid student questions as they have a limited knowledge of the lesson topic.

Economically, respondents maintained that students who graduated through examination malpractice were unlikely to perform well once employed because they lacked the knowledge they should have received during their schooling:

*I know of some medical doctors today that are trading at … market because they can’t practice...look at our roads, you have civil engineers, malpractice*

(Ejiofor, principal, St. Monica)

Teachers made a connection between corruption in society and examination malpractice. Students who engaged in examination malpractice during their schooling would be likely to carry the same negative behaviour into the work place. They also made a connection between the prevalence of examination malpractice in schools with the high rate of corruption in the country: “corrupt students today in schools [through examination malpractice] will be corrupt managers, politicians and directors tomorrow” (Ejiofor, principal, St. Monica).
Examination malpractice was observed by respondents as being prevalent. Replies to questionnaires on student engagement in examination malpractice showed that approximately 95% of students had witnessed examination malpractice and 96% had been asked for help during examinations. There is therefore a relationship between the witnessing of examination malpractice, and being involved in the act. Whilst 95% of students have witnessed examination malpractice; 81.9% have actually given their peers help during examinations. For teachers, there is no examination or test “where there is no cheating” and occurrence of examination malpractice in their schools is quantifiably “countless”. Much of the research on examination malpractice (Evans et al, 1990; Harding et al, 2004; Grimes et al, 2005) found similar evidence that examination malpractice was prevalent in institutions of learning, especially in secondary schools (2.3, 4.1.4).

There is a lack of agreement in the related research on the effects of gender on student motivation to engage in examination malpractice. Whilst some studies have maintained that male students engage in examination malpractice more than females; others have not found any difference (Diekhoff et al, 1996; Houston 1983). In agreement with Calabrese et al, (1990) this study showed that there was no remarkable difference between males (96.6%) and females (94.6%) in being approached for help or in observing examination malpractice. The study agreed strongly with Hughes et al, (2006); Newstead et al, (1997) (2.5.1) that male students are more likely to engage in examination malpractice than females. From interview and questionnaire data, boys are more likely to engage in examination malpractice than girls. Of the ten examination malpractice behaviours indicated on the
students’ questionnaire, more than 44% of boys have engaged in all ten areas when compared to approximately 28% of girls.

Collusion between students was found to be the highest method of engagement in examination malpractice (Table 6) and similar to the findings of Bowers (1964:43). The five conditions which students believed would motivate them to engage in examination malpractice on the questionnaire were: the examination was found to be too difficult; a desire to achieve a high mark; poor pedagogy; danger of failing the examination and lack of sufficient study time. There was also agreement between this study and those of Schab (1991), Brimble et al, (2005) and Newstead et al, (1996). In all of these studies, students were motivated to engage in examination malpractice because of a desire for a high mark, difficulty of the assignment and time pressures. However poor pedagogy which appeared third in this study was not assessed in some of the other studies. During the student interviews, poor pedagogy became the strongest determinate of examination malpractice. The study showed that students were more likely to engage in examination malpractice when they located the “cause” outside of themselves and they were more likely to neutralise examination malpractice because many students perceived it as being determined within school contexts.

There is scarcity of research on why some students do not engage in examination malpractice. There is agreement amongst respondents that not all students engage in examination malpractice. Reasons for disengaging in the act were articulated into three categories: personal/ institutional, moral and family related factors. Students were more likely to abstain from examination malpractice if they possessed the self-confidence to pass: “those
who believe in their ability and have studied well”. Students’ self-confidence
to pass examinations in the three schools was also highly affected by the
quality of pedagogy experienced in those schools. Schools that have good
quality teaching and strong leadership against examination malpractice are
not likely to experience such a problem.

Contrary to quantitative research that religion has no effect on examination
malpractice (Guttmann 1984, Smith et al, 1972, Michaels et al, 1989); this
study found (on interview) there to be a strong relationship that religion had a
positive effect on examination malpractice. There were therefore instances
where students refused help in examinations because of their religious beliefs
and considered it sinful. They would not therefore offer or receive help from
their peers. Students may not engage in examination malpractice because
they may come from families where learning is prioritised and parents abhor
such negative behaviour. Thus, the study suggested that students
understand the meaning of examination malpractice and that they are aware
of the consequences and the need to prevent it in their schools. The study
highlighted the fact that students were aware of the presence of examination
malpractice in their schools, and that their teachers often developed some
negative attitudes towards examination malpractice as shown below.

6.1.2 What is the attitude of students and teachers towards
examination malpractice?

This section captures students’ methods of engaging in examination
malpractice and their perspectives on the morality and effect of peer
engagement in this area. It also highlights students’ motivations to report
observed cases of examination malpractice. Similar to findings in other countries such as the UK (*The Times Educational Supplement*, 05/02/2010), this study has found that the most common method of examination malpractice is collusion between students and peers are often aware when it actually takes place. Unlike in America (Cizek 1999) and some other European countries (*The Times Educational Supplement* 05/02/2010) where electronic malpractice is on the increase this study has demonstrated that electronic malpractice has a lower frequency of occurrence (11.94%) amongst students in Nigeria.

Of the five methods of engagement in examination malpractice noted in the study (4.3.1, figure 6 below), impersonation and bribing of supervisors were usually carried out between students, principals and the examination supervisor in exit examinations. Usually, there was an exchange of favours (allowing examination malpractice by supervisors) for money. The findings of this study has suggested that the bribing of supervisors is a determinate of examination malpractice and is absent in the literature. This highlights the fact that situations which determine examination malpractice cannot be universally categorised but are determined within contexts and the ethos of schools and education policies. During the interview process with students, they did not mention plagiarism as a method of examination malpractice. There are two possible reasons why this was not regarded as a determinate of examination malpractice. (i). Students are not given assignments that require a wide level of research but are often based on school approved textbooks. Secondly, owing to a lack of functioning computers and computer skills amongst students and teachers in their schools (3.5.4), neither students nor teachers
perceived plagiarism as their method of examination malpractice. Thus, methods of examination malpractice employed by students during examinations/assignments are determined by the contexts of their learning.

*Figure 8: Attitude of respondents towards examination malpractice*

Students are aware of moral implications of engagement in examination malpractice. They are aware that examination malpractice of peers can affect others (80.6%); that examination malpractice is morally wrong (94.3%) and that it is not acceptable under any circumstances (86.57%). However it appears that such awareness has less effect on their decision to engage in examination malpractice and to report peers for the offence because the study shows that the majority of students have previously engaged in examination malpractice (81.09%). Thus, it seems likely that students’ moral reasoning
has a less significant effect on their choice of behaviours when faced with conditions to engage in examination malpractice; but are more influenced by the situation in their schools. Similar findings to this were observed by Bruggeman et al, (1996).

Respondents’ attitudes to incidences of examination malpractice offered similar insight into the ethos of examination integrity in schools. Examination malpractice is common in these schools and teachers are not committed to enforce examination integrity. Students felt that their teachers’ exhibited lack of concern and commitment in their attitudes towards examination integrity. Under the present condition to prevent examination malpractice in their schools, students are unlikely to report peers for the offence as students do not participate in its prevention perceiving it to be the teachers’ responsibility. Findings from this study have suggested that students’ attitudes to peer reporting often relate to the fact that peer reporting is low where they are not actively involved in the prevention of examination malpractice (4.3.2). Similar attitudes towards peer reporting have been highlighted in the work of Hendershott et al, (1999); Schab (1972) and Lim et al, (2001). In these studies, students were not involved in the prevention of examination malpractice.

Findings from this study also suggest that when students participate in the prevention of examination malpractice, they are more likely to report and confront offenders (Table 22). Students are more likely to report peers for examination malpractice on four conditions: as a responsibility, commitment to education, positive relationship with teachers and where the offender was perceived as disruptive in the class. To make students understand that the
prevention of examination malpractice is the duty of all in the school community, and to convince them of the need for peer reporting, would demand discussions/dialogue to take place with students. Given that students and teachers share similar experiences, respondent’s perceptions on the determinants of examination malpractice in their schools could be conditioned by these experiences.

6.1.3 What are the factors that determine examination malpractice in these Schools
Respondents emphasised some aspects of determinants of examination malpractice more than others. Primarily, students emphasised institutional factors; poor teaching and learning; poor relationships/care and a lack of organisational integrity and morality. In addition pressures from family, peers and the society for academic excellence often motivated students to engage in examination malpractice. Students’ engagement in examination malpractice can also result from a lack of learning skills. They interpreted the poor pedagogy as a lack of teaching skills and full subject knowledge by some teachers. Therefore a small percentage of teachers were unable to explain the lesson topics fully and some wasted time ‘joking’ with their students. Students’ interpretation of this method of teaching in their schools is in line with the work of Kinchin (2004) who referred to “objectivist”; students as passive receivers of information in contrast to “constructivist”; students as builders of their own knowledge.
Student contributions, class discussion, teaching tailored to the needs of the individual and ownership of their learning were found to be deficient in these schools. Findings from the study (4.2.4) showed there to be a mismatch between students’ epistemological beliefs on how they are to be taught (constructivist) and the perceived style of teaching (objectivist) (Kinchin 2004). In these schools, teachers used didactic methods of teaching and students considered some of their lesson topics and styles of teaching as irrelevant and lacking in “pedagogical content knowledge” (Shulman 1986, 1987). Pedagogical content knowledge (Shulman 1986, 1987) taken from Darby (2005) includes teacher possession of not only content knowledge but also “knowing how to deliver the content in ways that are sensitive to the needs and requirements of the learners” (Darby 2005:429). Such a mismatch in
methods of teaching can prevent the contribution of students towards the lesson topics and interest and interactions with teachers in the classroom. Students are not given sufficient assignments to gauge understanding and teachers do not place enough effort to gain an understanding of student problems, interests and talents. In addition students do not receive sufficient encouragement from teachers. Similar findings are seen in the work of Gentilucci (2004). The engaged ‘student voice’, if initiated in schools, would be more likely to deal with this traditional method of teaching by exposure of student and teachers’ epistemological positions and reaching a consensus on the style of teaching through dialogue. This dialogue and consequent consensus reached would help teachers to begin teaching from where their students are, and understand the process of learning and what they have learned in a constructivist manner. Research has shown that poor pedagogy can determine examination malpractice (Sterngold 2004).

The effect of poor pedagogy resulted in students neutralising the morality of and effects of examination malpractice. Teachers are therefore responsible for their own malpractices as a result of poor quality teaching in the context of their schools. The study shares similar findings with Haines et al, (1986); LaBeff et al, (1990) and Jordan (2001) (2.4) whereby students rationalised their behaviour when engaging in examination malpractice and attributed the determining factors within their own school contexts. For students, their behaviour should be judged on the related “cause” rather than by the judgement of the outcome of the act. Though there is less emphasis in the literature (Murdock et al, 2004) with regards to the effects of poor pedagogy as a determining factor, similar findings were presented in the studies of
Pulvers et al, (1999) and Murdock et al, (2001, 2004). Teachers that were interviewed in these studies did not mention a lack of teaching skills in colleagues as a determinant of examination malpractice.

Students’ engagement in examination malpractice can be determined by personal factors such as idleness to read; a lack of learning skills and effort to carry out assignments; a lack of understanding relating to the examination policy and friendship with peers who already engage in examination malpractice. The majority (50.8%) of students’ approach to their academic work was performance oriented; in that they study to get higher marks than their peers (95%). Performance orientation is therefore a determinate of a competitive climate which governs examination malpractice (Anderman 2007). In addition, the study showed that students interpreted teacher learning feedback to be performance oriented - studying for high grades in 60% of cases. Students’ lack of learning skills can be solved through feedback from students on the quality of teaching and learning in their schools (Rodgers 2006). Such feedback is more likely to succeed in schools where ‘student voice’ participation in teaching and learning has been valued.

The social aspect of their schools which included teacher-student relationships was perceived to be poor and encouraged students to engage in examination malpractice. The study showed that many students were alienated from their schools because of such poor relationships. Alienation can often start with a lack of commitment on behalf of the student within the school community, towards teachers and school authorities. Students described their relationships with teachers as hostile, harsh, abusive, uncaring, snooty, disrespectful and unfriendly. Similar findings were shown in
the work of Gentilucci (2004) whereby students described their teachers’
behaviour as angry, embarrassing and uncaring. Students were afraid of their
teachers and perceived some of their punishments unfair.

This perceived lack of quality in the relationship, deterred students from
asking questions in the class and from approaching their teachers for help. It
also affected how students perceived their teacher involvement in their
learning because “students tend to experience instructional relations as
personal relations” (van Manen 1999:23). Thus, “instructional pedagogy
cannot be isolated from the relational pedagogy” (Darby 2005:442) because
encouraging relationships in the classroom is needed for the improvement of
student engagement in learning. The ‘student voice’ aims to improve
relationships in schools and classrooms through dialogue between students
and teachers in matters that concern students and through participation in
schooling.

Students’ interest in lessons and commitment to the school can also be
affected by perceived teacher attitudes. Approximately 16% of students
would not recommend their schools to their relatives and 36.8% maintained
that teachers did not care about their wellbeing. These views are rather
worrying as both schools - St. Monica and St. Alphonsus - are highly regarded
and admissions into them remain competitive. The teacher questionnaire
showed that 19.2% of teachers believed that students lacked respect. Similar
findings of the effect of poor relationships as a determinate of student
engagement in examination malpractice were highlighted in studies by
Johnston (1996), Genereux et al. (1995), Graham et al, (1994) and Stearns
Findings from this study suggested that behaviour exhibited by principals’ and teachers’ with regards to academic integrity had been discouraging. As a result some school authorities have directly or indirectly encouraged examination malpractice in external examinations. Some schools have created avenues for students to engage in examination malpractice: to create positive images of their schools in society or to maintain a past image. This desire to present a good image by allowing students to engage in examination malpractice has made Education Authorities in Britain ask teachers “to help stamp out cheating in coursework and exams by signing up to a tough set of ethical standards” (The Times Educational Supplement 02/05/08). Students observed that some school authorities have helped them engage in examination malpractice because of the commercialisation of education. It has been found that certain staffs require their schools to obtain a 100% pass-rate, in order to attract more students for financial gain, despite the fact that students are unprepared for examinations. There are two effects of poor preparation of students for external examinations: (i) Illegal arrangements with exam supervisors can be undertaken by senior staff members in order to engage students in examination malpractice. In addition some students neglect serious preparation for examinations whilst relying on illegal actions planned by school authorities with exam supervisors. (ii) Students are tempted to leave such schools for private centres where “success is guaranteed” through examination malpractice. Such private centres accept students who have left their former schools because of a lack of confidence to pass examinations on a monetary basis. Teachers’ promotion is partly based on the success of their students in examinations; and hence,
some teachers are attracted to engage in examination malpractice. Principals and teachers are expected to live up to the moral values, rules, norms and beliefs that guide their schools during examinations and tests.

Teachers are also expected to create conditions necessary for students to realise their academic potential. They create conditions that enhance academic integrity in their schools through initiation of policies and procedures that will appeal to the students' “sense of right and wrong and to sensitize ... [them] to ethical problems they face” in their school examinations and test (James 2000:43). Principals and teachers can also do this by communicating ethical objectives for examination integrity through training students on the examination codes of conduct. Thus, preventing examination malpractice would entail enhancing integrity and the morality of the school community (teachers and students). This finding has been found to be absent in the previous research as the questionnaire has been predominantly used as a method of data collection (Table 2).
This does not give respondents the opportunity to reflect on institutional contributions to examination malpractice.

Students are under pressure to pass examinations in order to be successful, appear intelligent to their peer-group and successful to their parents and therefore require value for money through investment in their education. Friendship with those peers who engage in examination malpractice can be problematic as students are not only enticed to copy their behaviour but influential peer behaviour can provide support and motivation to engage in examination malpractice (McCabe et al, 1993). Students are also under pressure to pass examinations because of the competition in their classrooms to obtain high grades (4.2.4) and the functional value of obtaining good jobs
on graduation. Findings from this study have also suggested that students are overcrowded in their examination rooms.

Overcrowded examination rooms are more likely to encourage examination malpractice because students are tempted to copy or ask for help from their peers. Dealing with the above pressures that motivate students to engage in examination malpractice will not be achieved through application of rules but through programs that invite students to participate in dialogue and counselling – ‘student voice’. This section of the study has shown that poor pedagogy and poor relationships, lack of organisational integrity and contextual pressures can affect student learning and these conditions are more likely to motivate students to engage in examination malpractice.

The question that needs to be answered is: How can schools deal with such institutional and personal problems? Do they need the experiences, skills and insight of students and do students possess such qualities?

6.1.4 What is the level of understanding of students and teachers on consultation with students about schooling?

This part of the study interpreted student and teacher views on why students are to be consulted. The section also shows the relevance of ‘student voice’ and presence of conditions for the prevention of examination malpractice inherent in consulting students. This section answers two questions: Can schools learn from consultation with students with regards to school related problems? Are the conditions for prevention of examination malpractice inherent in consultation with students on schooling?
There is a formal program of consultation with students enshrined in each school program but embedded with moral instruction (5.2). In this study Teachers perceived formal consultation as a student meeting held with their form teachers every Thursday; whilst an informal consultation included advice to students on an informal basis. In practice, students perceived consultation as a privilege from their form teachers and not a right. Activities during the formal consultation were dominated by religious issues and moral instruction instead of a program which was intended to discuss academic problems and solutions. Thus, students did not perceive this formal consultation as giving them a voice on schooling- “they don’t give room for that”. Therefore approximately 42% and 42.1% of students felt that only teachers had the power to talk and take decisions in their classes.

Students and teachers agreed that students are to be consulted on schooling in order to understand their problems. Students (79.1%) and teachers (92.3%) agreed that students want to be involved in school decisions but students (64.68%) felt that they were not free to express their views to teachers and that (54.23%) teachers do not create time to discuss their problems Thus, students felt that they were not being properly listened to.
There are no government guidelines on the process of conducting formal consultations and therefore there was no formal process in operation. None of the schools have engaged student councils and formal methods of assessing students’ views. Media such as questionnaires, opinion boxes and group interviews were deemed non-existent. Such a lack of student consultation within some British schools has motivated the DfES to issue guidance on the process in the publication “Working together, giving children and young people a say” (2004).

The neglect of ‘student voice’ in these schools has been in line with schools in other countries as highlighted in the work of: Blishen (1969), Kohn (2006), Mitra (2008), Rudduck (1983) and Flutter et al, (2004). Students are not involved in their schools as producers of knowledge; rather they are viewed as recipients of knowledge (Fielding et al, 2003). The neglect of ‘student voice’ can imply that teachers are unlikely to harness immense experiences of
students on schooling. This study has shown that there is a neglect of the ‘student voice’ in these schools because, the components of the ‘student voice’: democratic context and formal deliberations between students and teachers aimed at improving teaching, learning and schooling as in shown in the works of Hargreaves 2004, Mitra 2004 and Thiessen 2007 are not in existence. Thus, in these schools, students are not perceived as mature human beings capable of making decisions on issues that concern them (Freeman 1996; Kohn 2006), a denial of rights (UNCRC 1989), the school exists for them but they are treated as “objects of reform” (Levin 2000; Cook-Sather 2002). The implication is that schools will fall short in discovering student problems and harnessing their immense experiences of schooling.

Students observed that their principals and teachers should ask them how they feel in their classes, with regards to their teaching, “if they want to help us, how can they do that if we students don’t tell them our problems” (ObianuJu 16, St. Monica). Students agreed that they are aware of their problems in their schools (5.3) and can discover solutions to such problems. These problems affect teaching and learning and their disposition to learn.

In this study student problems related to poor pedagogy, poor relationships and care, teacher truancy and poor learning materials and environment. Students were also aware of their personal problems affecting their learning and adherence to school goals. Students are more convinced that their teachers often make it difficult for them to learn; and that they can understand how their learning can be made more interesting for a beneficial outcome (Tables 13-14).
Teachers can help students by ensuring teaching is “vivid and clear”; through the asking of questions, starting at the level of the student; ensuring that the lessons are fun and encourage students to ask and answer questions and overall show respect for them (5.4). The study suggested that 86.57% of students have personal experience of what methods of teaching help them to learn better. Students require sufficient homework, and are often aware about which lessons are engaging and those which are less likely to appeal to their needs. Thus, students have an understanding of their problems, and “are powerful determiners of the learning that occurs in their classrooms” (Gentilucci 2004:135). In addition “our effort to increase the effectiveness, or to change the impact, of schooling will stand little chance of success” if their views on pedagogy and school organisation are not sought and valued (Hammersley et al, 1984:3).

Students viewed themselves as catalysts for change and change agents through the activities of the student council. Outstanding in student opinions was the understanding that consultation would help teachers to understand the learning process for students and any associated problems. Through this the necessary remedies could be applied. The council therefore can inform teachers on these issues based on the data collected from students by the student council through questions and discussions. The accomplishments perceived by respondents that the council would be able to achieve were similar to those in the ‘Whiteman High School’ (Mitra 2001, 2004, 2008); the ‘Manitoba School Improvement Project’ (Pekrul et al, 2007) ‘Lincoln Middle School’ (SooHoo 1993) and those found in the research of Flutter (2006). Student councils in the above schools have all encouraged students to ask,
gather data and solve problems in relation to why students have been failing examinations and what the obstacles to learning have been. They have also explored why students were involved in poor and turbulent student/teacher relationships, and the effects of the physical school environment on learning.

Teachers can therefore help students to achieve their educational aims and goals through the adoption of a constructivist style of teaching which is endorsed by students (5.4). The constructivist teaching is articulated in both the views of some of the teachers and students (Appendix 4). Constructivist theory is an active process which maintains that students do not enter classrooms as empty vessels into which new knowledge can be transmitted, but rather, they enter with knowledge from their own previous experiences (Wellington 2008). Thus, meaningful learning commences from the students' own experiences. Students are aware of their learning problems (5.3), and what teachers can do to make their learning more interesting (Tables 12, 13). Students are also aware that they are experienced before coming to class (5.4). For there to be engagement, teachers have to consider and understand views from a student perspective through questions, suggestions, and research. Through questioning, teachers can help to facilitate student learning by helping them achieve higher levels of reasoning and through the construction of new knowledge. Through democratic dialogue between students and teachers during the learning process, teachers offer students “the authority to voice their own experiences and contribute to decisions that directly affect them” (Rodgers 2006: 214).
Thus, through questioning and feedback from students on teaching and learning, both teachers and students engage in reflective teaching and learning. Teachers are engaged with obtaining information about what students have learned and the process of learning and what has helped and hindered their learning. By responding to teachers’ questions, students also become aware of their own individual learning processes (Rodgers 2006).

Through such dialogue, feedback, trust, care, respect and understanding a shared vision of cooperation and acceptance can begin to develop between the students and teachers (Kohn 2006) and “the classroom becomes a community of learners - the teacher learns about the students, and the students learn about the subject, each other, and about the teacher and her teaching...power becomes more equally distributed between teachers and students” (Rodgers 2006:229). Students’ knowledge is more likely to improve because the teacher learns alongside the students. Thus, the conditions for preventing examination malpractice such as encouraging relationships/care; improved teaching and learning and trust and democratic conditions are initiated.

The views of students and teachers in this study (5.4) reflect the current understanding in education. This is the view of personalised learning for tailoring the organisation of schooling, teaching and learning to fit the personal “needs, interests and aptitudes” of students (Miliband 2004:23). Through engaged and democratic ‘student voice’ programs in schools and classrooms, organised by student councils devoted to the exploration of the teaching and learning needs of students, the “strengths and weaknesses of individual students” are harnessed and teaching tailored to such individual needs.
Through personalised learning, which is implicit in the ‘student voice initiative’, schools can create a learning community aimed at raising students' standards, developing students “competence and confidence” to pass examinations, raise students’ interest and engagement with the curriculum and organise a school ethos around the “achievement of every child” (Miliband 2004:25). Thus, through personalised learning and the learning community, based on different aspects of ‘student voice’, students’ attainment and confidence to pass examinations can be enhanced. Students are more likely to write examinations and tests without engaging in examination malpractice because their teaching and learning needs are more likely to be addressed and their teaching can be tailored to their individual needs. In addition, students’ view about consultation will be in line with theory of learning motivation as shown below.

Implicit in the views of students about consultation on teaching and learning was the view that consultation can lead to improved motivation to learn. Improvement in teaching and learning would demand investigation of systems, problems and programs from the students' perspective (Hammersley et al, 1984, Gentilucci 2004). Good teaching and a wholesome curriculum may not improve student learning as expected if they are unmotivated to learn. Student attitudes towards their learning can often be performance orientated. Students study for grades in order to out-perform others (extrinsic motivation), and not purely for the purpose of achieving individual learning goals (intrinsic motivation).
Some students find their classes boring and uninteresting (4.2.4); whilst others are often eager to learn when they find the lessons to be of value and can offer a desired outcome (Good et al, 2000). Thus, through ‘student voice’, teachers will discover what students prefer in the lesson; how to improve their intrinsic motivation to learn; the type of tasks students require and levels of challenge and choices. ‘Student voice’ will help the teachers to discover their beliefs about their current abilities (2.5.2) and help students to discover the areas in which they are motivated. Research has shown that students who hold incremental beliefs about ability are motivated to formulate more effort and see failure as a challenge to overcome (Dweck 1986). Through ‘student voice’, teachers “can talk with students about the important role that effort plays in the school success, and they can encourage students to evaluate their success and failures in relationship to the amount of effort they expended” (Tollefson 2000:81). Discussions/dialogue between students and teachers through ‘student voice’ on teaching and learning would help teachers to “examine their own beliefs about students and why students succeed or fail at tasks” given to them and motivate teachers to “make changes...in the tasks they assign, the learning environments they create, and their verbal interactions with their students” (Tollefson 2000:80-81). Thus, teachers will see the need to give students a voice in the classroom because “involving students in constructing their own meaning and learning is fundamentally pedagogically essential – they learn more, and are motivated to go even further” (Fullan 2001:162).
6.1.5 What are the perspectives of students and teachers on consulting students about examination malpractice?

Given that respondents are aware of their problems in their schools; and that this has often determined their engagement in examination malpractice (4.2), and also that they are experienced in how to improve teaching and learning, relationships and care in their schools (5.4 – 5.6), this part of the study examines: whether it is necessary to consult and involve students in the prevention of examination malpractice? This will provide an understanding of whether consultation with students will later expose them to the dangers of examination malpractice. In doing so will such consultation with students help to improve their morality and integrity during examinations? This section of the study will also examine the benefits associated with consultation on examination malpractice.

Respondents argued that in order to prevent examination malpractice, school authorities need to ask why students engage in such practices. Examination malpractice is a matter that concerns students, their community and they felt that they possessed knowledge of its determinants and prevention (4.2; 4.4.3). The study showed that students’ engagement in examination malpractice was predominantly determined by poor pedagogy and lack of learning skills (5.4). Similar findings that have been suggested relate to the fact that students’ learning problems are basically school bound. This was found to be the case in work of Gentilucci (2004). Students are also experienced about how their schools can contribute to examination malpractice (4.2.4). They have experiences of how to help them learn and they are aware of why peers neglect examination integrity demands (5.11.1; 6.1.4). Findings from this study reflect the views of Gentilucci (2004:142), that
“the root causes of poor learning appear to lie squarely within the classroom”,
they are few, simple and within the control of the school community (p.138).
Thus, asking them of their views on examination malpractice is the first step to
prevention. They understand how students can be helped in their individual
learning and the activities and methods needed to achieve this (5.11). The
involvement of students in the prevention of examination malpractice is
therefore necessary for the adoption of a community based approach. A
community based approach towards the improvement of education and
resolution of educational problems has been shown to be more effective when
2001).

Consulting with students on examination malpractice can include activities
and discussions between students and with their teachers. Such discussions
centre on the morality and integrity of examinations and the effects of
engagement in examination malpractice. Such discussion included why peers
who engage in examination malpractice are to be reported and why collusion
is not allowed during examinations. The study showed that 51.7% of male
students believed that examination offenders are not to be reported; whilst
30.4 % of females assumed such a view. Students are more likely to take
advice from peers because “their mode of reasoning is the same... your
friends will advise you based on the fact that two of you are experiencing the
same pressure” (Jacob, 16, St. Albert). They also were felt to share similar
experiences and pressures with each other. In addition, those deemed more
intelligent could advise their peers on better ways of studying in order to pass
examinations through personal effort. Thus, through discussion, the morality
and integrity of examinations are more likely to be improved amongst students, and students are more likely to present as greater role models to others.

Social learning theory maintains that students are more likely to model the behaviour of their peers by observing the outcome of such behaviour (Bandura 1997). Through the application of social learning theory to this study, it is viewed as more likely that students who are encouraged to make greater effort in their learning, and achieve good grades are more likely to be a role model to their peer-group than those who wish to engage in examination malpractice in order to pass. Social learning theory also maintains that discussion on the consequences of behaviours such as examination malpractices have the potential to enhance the desired behaviour because students are more likely to model this. Thus, integrity towards examinations can be learned by students through peer modelling and it can ultimately influence the frequency of the desired behaviour.

Consultation with students on examination malpractice was perceived to equip teachers with a level of understanding regarding students’ learning difficulties. In opposition to some teachers’ views, students perceived that peer counselling for students who had engaged in examination malpractice was more productive than punishment alone as counselling was more likely to address reasons for engagement in examination malpractice (6.1.6 below).

Consultation and engagement with students on the prevention of examination malpractice can therefore help to create a school ethos of integrity. Students were given the impression that offenders were likely to be caught as a result
of peers being engaged in its prevention. Students are therefore motivated to report peers for examination malpractice because they are playing an active part in the organisation and initiation of programs towards its prevention. The school will be perceived as an institution where examination malpractice cannot ever be tolerated. The study showed that students can become custodians of the rules associated with examination malpractice. Furthermore, school authorities who normally coveted their students to pass external examinations through such malpractice will see the need to adhere to the rules relating to examinations.

The views of the respondents, with regards to improvement of student morality as a precondition for preventing examination malpractice, are in line with the current demand of institutions. Whereby, learning emphasises valued education. Valued education can include helping students to develop moral values such as honesty, respect, responsibility, effort, tolerance and fairness (Lickona 1991). The study showed that students and teachers desired values for education were to improve the character of their students. Valued education is therefore more likely to improve students behaviour through discussions on these values mentioned above. Such discussions will help students to be aware when faced with situations that demand moral judgement, such as examination malpractice, and how they have to apply moral reasoning and take appropriate action. Developing a sound morality on examination malpractice can include knowing why it is wrong; and developing the conviction to avoid its practice. For students to develop such moral values there is a need for a moral environment where teachers and principals accept these values and live up to them (Lickona 1991). Engaging students in the
prevention of examination malpractice in their schools requires such institutions to initiate programs to contest such malpractice. Such programs were perceived to include students giving moral instruction to peers on the effects of examination malpractice; how to study, how to place students into groups for quizzes, debates, studies and how to prepare for examinations. 81.59% of students and 57.69% of teachers strongly agreed that consultation with students on examination malpractice gave them the motivation to support rules on it, and the conviction not to engage in examination malpractice (80.59%/92.31%) and to confront peers who engaged in it (75.13%/92.3%). Punishing offenders was not likely to be interpreted by students as maltreatment from teachers because offenders would be punished by the student council.

Consulting students on examination malpractice was seen as a great advantage to schools because there was the possibility of lowering the number of students leaving their schools for private centres; and also the number of peers engaging in it. Teaching and learning would improve in schools where students participated actively in their learning because “students are one very good source of information on the quality of teaching and learning...if students are made active members of the team for improving learning, we stand to see very substantial improvement in immediate learning” (Cross 1996:7). Teachers are more likely to understand students’ problems and teaching can be tailored to personalised learning. Consultation can bring teachers and students into dialogue that will improve cordial relationships and respect between both parties. Consulting with students could also enable communication between both parties and is geared towards enhancement of
6.1.6 The understanding of respondents about preventing examination malpractice prior to and after consultation

Given that respondents stressed the importance of student participation in schooling and in the prevention of examination malpractice, this section captures respondents’ perceptions of how at the present time examination malpractice is prevented in their schools and how it should be prevented with student participation. One of the major differences between this and previous studies is that whilst this study has conceptualised the effective prevention of examination malpractice as a school community program, that needs active student participation in schooling, and in preventing examination malpractice, others have perceived the role to be the duty of school authorities (Liman 1997, Alutu et al, 2006). In addition this study has suggested that methods of preventing examination malpractice shown in different studies in the literature
review could be coalesced, expanded and enriched through ‘student voice’ as shown below.

Prior to consultation, there were only two methods used by schools to prevent examination malpractice: punishment of offenders and invigilation of examinations (4.4). Though these methods were accepted as having some impact, they were not comprehensive enough to motivate students to disengage from examination malpractice. They neither examined the root of students’ problems for engaging in examination malpractice nor provided solutions to the enhancement of morality and integrity towards examinations. Schools authorities believed in the efficiency of punishment, but this study shares the view of Montgomery et al, (1995:17), that “punitive approaches do not teach alternative acceptable behaviours. Neither does punishment appear to have strong deterrent effects on the rest of the community”. The study has shown that some teachers in these schools are indifferent towards examination malpractice; whilst students who have engaged in the act are not given serious punishment. Some teachers have also demonstrated weakness during examination invigilation. Thus, neither punishment nor invigilation as practiced in these schools was able to confidently address examination malpractice.

Preventing examination malpractice through consultation was perceived as a process that involved inter-connected and dependent programs. Respondents suggested six interventions for preventing examination malpractice in their schools. These included invitation of student participation; improvement in teaching and learning processes; improvement in relationships and care; initiation of examination policy; appropriate invigilation and committed
leadership (Figure 13 below). These interventions involved three parties in their education: teachers/heads of schools, students and parents. It is worth noting that whilst some of these interventions have been observed in the literature review (2.6), they are not all contained in any single study. Whereas Educational Psychologists have emphasised poor teaching and learning, poor relationships and care as determinants of examination malpractice (Pulvers et al, 1999, Wentzel 1998, Murdock et al, 2004, Noddings 1992); others have placed an emphasis on the lack of proper invigilation, punishment and examination code (McCabe et al, 1993, 1999). However these studies were based in the universities; and they neither suggested a comprehensive method of improvement on their findings in the schools nor suggested a research based community approach.

In this study, respondents perceived preventing examination malpractice in their schools as part of educational change. This is in line with current educational understandings about bringing about change in schools such as: change in goals, skills, belief and behaviour. Change is therefore multidimensional and requires a community based approach (Fullan 2001). Respondents’ views tended to see school as a system made of parts ultimately working towards a goal and through community effort, this goal could be achieved. When examination malpractice becomes prevalent within the system, part(s) of the system are weakened. To solve this problem, schools will have to look comprehensively at different parts of schooling (teaching/learning, relationships/care, values, goals, leadership, skills, power, morality, parents and behaviour) for a broader perspective to identify the determinant factors.
Thus, students perceived the prevention of examination malpractice to include working on certain aspects of schooling that determined it and not just those where the offence was viewed as a behaviour unconnected with other parts of schooling. The six conditions are explained below.

Schools are to recognise the immense experiences of students in schooling by inviting their participation and in the prevention of examination malpractice. Through student participation in the prevention of examination malpractice, they will give reasons as to why they engage in it, factors that determine it and aspects of schooling that require improvement. This is in line with the purpose of ‘student voice’; to listen to students and to act on their advice as
discussed by Burke et al, (2003); Cheminais (2008) and Rudduck et al, (2007). This study has shown that students are often not properly listened to and often are regarded by teachers as lacking experience on issues around schooling. Findings from this study have also shown that students are aware of their academic problems (5.3) and have offered possible solutions for them. They have immense experiences of schooling (5.4) that could be used to improve their schools (5.6; 5.7). Students’ participation is therefore needed in resolution of many internal problems, because it is “likely to lead to a meaningful lasting solution than having the teacher decide unilaterally what must be done” (Kohn 2006:125). Students’ participation in the prevention of examination malpractice can therefore provide students with a level of responsibility for changing their behaviour.

Respondents maintained that to prevent examination malpractice, teaching and learning should be improved. Teaching and learning will improve in their schools through their participation in lessons because “the score is not going to improve for the institution until it improves for individual learners” (Cross 1996:4). Students know their personal and situational problems that can affect teaching and learning and will ultimately help teachers to resolve such issues. There was a divergence of views between teachers and students on students’ experiences about their problems. For example 57.6% of Teachers believed that students were not aware of the circumstances which made it difficult for them to learn in contrast to 74.1% of students’ who felt that they were mindful of such difficulties. The view that some teachers did not trust their students’ experiences was reflected in their answers to some of the research questions. In the findings, 34.1% of teachers disagreed that students had an
understanding of what could make their learning more interesting; 30.8% disagreed that students know what teachers could do to make learning easier; whilst 38.4% disagreed that students can inform teachers on ways to prevent examination malpractice. When students participate in schooling and in solving school problems, such negative teacher beliefs are dealt with. Creating the opportunity for students to participate in lessons was suggested to be a way of improving teaching and learning so that students will develop their self-confidence to pass examinations and will not therefore view examination malpractice as an option.

Preventing examination malpractice through improvement of teaching and learning can include making academic success possible for all students and a responsibility of the school community (Vatterott 1999). Teachers will ensure academic success is possible for students by encouraging them to adopt incremental theory of intelligence: a belief that students’ intelligence can be increased through one’s effort. This is in contrast to entity theory which holds that students possess certain amount of intelligence and they are unable to change it (Dweck 2000). Such a belief will enable students to learn because they will understand the need for effort and engagement with the task. Teachers should be convinced that they can make academic success possible for students by identifying students learning problems and by helping them to overcome such difficulties by instilling “in students a faith in their own abilities” (Vatterott 1999:15). Teachers are to arm students with skills and tools necessary to be self-directed learners. Such skills can include reading, oral expression and social skills, goal setting, evaluation and analysing skills.

To achieve academic success for all students, students should also take
responsibility for their learning. The traditional (didactic) method of teaching and assignment of grades can motivate students to study for grades and not just learning (Vatterott 1999). In addition a lack of student voice in their classes can send a similar message. Improvement of teaching and learning should be a shared responsibility between both parties. For students to learn, teachers should not allow the problems of students to become an excuse for their failure and therefore they should be held “accountable for their actions, and are allowed to solve their own problems” (Vatterott 1999:16). Making academic success possible for the student population would demand that teaching be student focused, relevant, and intrinsically motivating. Tasks are to be authentic and challenging (Everard et al, 2004, Gagne et al, 1988, Dembo et al 1997, Ikwueke 2006, Doyle 1986, Moore 1995).

Research has shown that schools can improve teaching and learning through ‘student voice’ (Mitra 2008, SooHoo 1993). Teachers can improve on levels of students’ participation and voice in their classrooms through action research, discussion, questionnaire and interview, conversation, critique and choice (MacBeath et al, 2003:11). Calhoun (1994:1) has defined action research as “a fancy way of saying, let’s study what’s happening at our school and decide how to make it a better place”. Thus, through action research, teachers can collaborate with students, focus on their problems, acquire more professional skills and help students to improve their learning (Oja et al, 1989).

Discussions can include a summary of lesson topics, learning, and student problems. Discussions with students can also create the opportunity for inclusive teaching. By critiquing student work, reflection and evaluation skills can be improved which in an overall sense can help in the learning of new
skills for improved dialogue. Providing students the opportunity to choose activities, plans, books, assignments and class rules will enable students to become involved and develop ownership of their learning.

Students are aware of what is lacking in their classrooms. They often lack class discussion and collaborative work; a student voice, teaching skills, care and support, motivation to learn and overall a lack of respect for students. Teachers in such schools can bring changes to their style of teaching through questioning, explanation, class discussion and clarification (Darby 2005). As seen in this study (5.4) and in the work of Darby (2005), students like teachers who are able to explain concepts clearly. Through students and teachers questioning and answering, teachers can direct the thoughts of the students, by prompting their reflection on the lesson topic. Through class discussions, the teacher can act as a facilitator through the use of open questions to enable students to share and build on each other’s ideas (Darby 2005). Through discussion, teachers can ultimately discover their students’ levels of understanding (5.6) and their preconceptions (Darby 2005:433).

Class discussion therefore fulfils three goals: it can encourage student participation by providing opportunity for them to voice their own ideas; it can also enhance their understanding of the lesson topic through reflection and enhancement of their communication skills (Muijs et al, 2001:25). Clarification can help the teacher to explain previous lessons and issues related to homework. Thus, through explanation, discussion and clarification, students can feel valued, respected, and their interest, motivation and relationship with the teacher will be more likely to increase and overall learning can be enhanced.
Given that poor relationships and care between students and teachers was noted as a determinant of examination malpractice in previous literature (Murdock et al, 2004, Stearns et al, 2001) and by respondents in this study (4.2.4), this study has found that improved teacher-student relationship is often necessary for real learning in schools. Poor teacher-student relationships can affects student morale and lead to the creation of a hostile learning climate (Gentilucci 2004). Such improved learning can provide students with the confidence to pass examinations without engagement in examination malpractice. Good relationships are a prerequisite for understanding students on personal level and for students to develop a positive relationship with their teachers. The kind of behaviour found to be attractive by students, as in this study (5.11) has been similar in findings publicised in the works of Howard (2001) and Lee (1999). This study and those of Howard and Lee have showed that students desire caring teachers, those that make teaching fun, are not who easily provoked but respectful, well mannered, well dressed and skilled in their jobs.

The study found that students’ likeness for their teacher could also be determined by their pedagogical skills and by the teacher’s code of conduct. Students would consider abandoning certain weaknesses associated with their teacher if they were considered skilled. Such teachers attract student respect, experience less disruption in the classroom and also find that their students are motivated and eager to learn. Thus, student respect can often be acquired from those teachers with skilled professionalism. Such motivated students are less likely to engage in malpractice during examinations given by such teachers for two reasons: they should have acquired the expected
knowledge and because of the respect they have for their skilled teacher. Teachers can therefore improve on their relationships with students by being enthusiastic, friendly, encouraging, humorous, attentive, understanding and caring (Table 23, Darby 2005:436, Gentilucci 2004). Teacher friendliness can help to establish positive relationships between students, providing them the opportunity to enjoy the lessons in a positive learning environment (Darby 2005). Teacher encouragement can also help students to feel confident about themselves and their work. Teacher responsiveness to students’ needs makes students feel valued and can improve their overall relationship.

Integral to respondents’ understanding of preventing examination malpractice through consultation is the need for appropriate school policies relating to examinations. School policies can help to define values on academic integrity; prohibited behaviours; sanctions and the process of execution (6.4.3). Students should be involved in articulating the policy and help to understand it because they are more likely to abide by the policy if they are able to understand the reasons associated with it (Whitley et al, 2001). Such participation and understanding will help students to “make their own good decisions, to grow into ethical and compassionate people” (Kohn 2006:83).

Respondents emphasised the punishment of peers involved in examination malpractice. Punishment of the offender was perceived as a deterrent and an example to others who wished to engage in such act (4.4.3). The fear of being caught and punished showed the highest frequency on the student questionnaire at 86.57% in relation to teacher behaviour that would deter them from examination malpractice. The threat that offenders could be caught and punished was a deterrent for examination malpractice in 88.4% of
students. Students’ views predicted that punishment should be humane, emanate from the affectionate relationship and should have a corrective motive (Montgomery et al, 1995, Appendix 4). Respondents’ views were found to be similar to the work of Parker et al, (1967) and Montgomery et al, (1995), that “punishment is more likely to have a deterrent effect if the punisher has a close affectionate relationship with the offender than if the relationship is distant and impersonal” (Montgomery et al, 1995:8). Research has shown that if punishment is perceived by offenders as unfair, it can alienates them from society; whilst if offenders perceive the punishment as legitimate, and see it as emanating from good bonds they have with the community; they will accept it (Montgomery et al, 1995).

When policy on examinations was initiated and communicated through the student council, students were more likely to understand it and become aware of sanctions for breaching the policy. Students who engaged in examination malpractice were more likely to see punishments as legitimate (Hart et al, 1993). Through such a community approach towards examination malpractice, offenders often “link their bad feelings, when reprimanded, to their own behaviour ... and so develop internalised motivation for [good] behaviour” (Montgomery et al, 1995:12).

Though respondents agreed that punishment of peers who engaged in examination malpractice had positive effects, they do not see it as the best effective deterrent for examination malpractice; rather they opted for consultation with and guidance to offenders to gain an understanding of their problems and to offer solutions through peer mediation (5.9.1). The author has therefore termed this approach as healing from the root. The research
has agreed with Montgomery et al, (1995:9) that “that attempts to improve behaviour based sorely or largely on punishment, will be ineffective in some cases”. Kohn (2006) argued that punishment does not solve problems but exacerbates them, the more students are punished for the same offense, the more they are not likely to change, because, such punishment ignores the “underlying reasons for a given behaviour” (p.124).

Respondents maintained that programs for the prevention of examination malpractice should include dialogue and counselling with students who have engaged in it and to improve student morality on the effects of examination malpractice (5.9.1). In order to improve students’ morality and integrity during examination there is a need to discover why those who have engaged in examination malpractice have made such a choice.

The theory of planned behaviour (Ajzen 1985, 1991, Genereux 1995), maintains that students’ intention to engage in examination malpractice is determined by four factors: their perception of the consequences of the action; their subjective views on the attitude of peers and teachers in the school on examination malpractice; the extent they have control over the act of examination malpractice and their moral obligation on examination malpractice. Students are not likely to engage in examination malpractice where they evaluate its negative consequences; and where others in the school view involvement as unacceptable. Students are less likely to engage in examination malpractice when situational factors in the school make engagement difficult and when they possess a level of morality to view involvement in examination malpractice as unacceptable. The theory of planned behaviour (Ajzen 1985, 1991, Genereux 1995) can be applied to this
study. The prevention of examination malpractice through ‘student voice’ can mean that students are more likely to be caught because there is an adopted community approach. Prevention of examination malpractice through ‘student voice’ (student participation, policies and counselling) implied that such an act was regarded as unacceptable in the school.

Involvement in examination malpractice is therefore more likely to be interpreted by students as attracting negative consequences because punishment measures are stipulated in the policy. Discussions on examination malpractice can help students to develop the conviction and expected level of morality to resolve moral issues implicit in the act.

Peer reporting is likely to take place where students are active participants in the prevention of examination malpractice. As participants, such measures of prevention, students are more likely to confront offenders (74.63%). The student council will also encourage peer reporting for examination malpractice (6.2.2) because students consider peer reporting to be acceptable, and will not develop “negative emotional reactions to the peer-reporting act” (Trevino et al, 1992:47). Research has shown that peer reporting is in the lower percentile (Lim et al, 2001, Baird 1990, Schab 1972, Jendrek 1992, Cizek 1999) but this study has revealed that when students participate in the prevention of examination malpractice, they are more likely to report their peers (75.13%).

Many students reported aiding and receiving help during examinations. Proper invigilation was noted as a deterrent to examination malpractice as seen in the works of Davis et al, (1992), Aiken (1991) and in this study.
This study has shown that students are less likely to engage in examination malpractice when teachers devote time to invigilation of examinations and change their seats during examinations. The study has also shown that students are more willing to participate in the invigilation of examinations.

To deter students from examination malpractice and initiate strategies for prevention, school leaders are to encourage integrity of examinations. School leaders are to be models of integrity to students by ensuring integrity pervades in all aspects of their work. Through the adoption of such a disciplined manner, they will serve as role-models to their students because “creating an organization that encourages exemplary conduct may be the best way to prevent damaging misconduct” (Pain 1994:117). School leaders are to possess self-conviction and be motivated to prevent examination malpractice. Their resolve to prevent examination malpractice will include the rejection of financial rewards from students engaging in examination malpractice. Their views on conviction to prevent examination malpractice will be perceived by the students. Such a strategy of prevention will encompass informing the parents of students on the effects of insufficiently funding their education and the dangers of sending their children to “private centres” (4.2.4) during external examinations in order to be helped illegally. In addition the Ministry of Education and State Commission for Education are to check on the proliferation of “private centres” and the rapid increase of students in some schools during exit examinations. Supervisors and principals who willingly engage students in examination malpractice are to be punished severely.
6.2 What is the ethos of schools on examination prior to and after consultation on examination malpractice?

6.2.1 Ethos of examination in these schools prior to consultation
There is a high prevalence of examination malpractice in schools. Students engage in examination malpractice because they compete for marks and see it as retribution for poor quality teaching and for failure in leadership. Examination malpractice can also be determined by students’ alienation from their schools because of teacher behaviour and dissatisfaction with schooling. They therefore see value in school fees that are paid.

Examinations are invigilated by subject teachers and collusion is the most frequent method used by students. There is a lack of agreement as to what constitutes examination malpractice as there has been no single definition offered by any of the schools. In a general context none of the schools had policies on examination malpractice. Teachers handled cases of examination malpractice individually and there were no suitable guidelines. Some school head-teachers and teaching staff were involved in examination malpractice because they wanted their schools to be successful for public and monetary gain. Students are unlikely to report peers for examination malpractice because they do not perceive it as their duty to do so; but that of their teachers. Prevention of examination malpractice is therefore considered the duty of teachers through invigilation and punishment of offenders.
6.2.2 Anticipated ethos on examinations when students participate in schooling and in preventing examination malpractice

Students experienced the opportunity to reflect as individuals and as a group on personal and situational factors affecting their education and examination malpractice. This related to the areas of teaching and learning; relationships/care and school management and student behaviour. They felt that collectively, they could enhance teaching and learning in their schools through participation in schooling, and thus, enhance their confidence to pass examinations through individual effort.

Respondents perceived a new approach to dealing with cases of examination malpractice; instead of the usual method of corporal punishment of offenders; peer counselling as a more productive approach. There was the new realisation that students could be of help to peers in an academic sense and in the development of moral approaches to examination malpractice. There was an acknowledgement that students had the power to achieve this as they are members of the school community. There was also the realisation that students could share power with teachers during examinations; the power to initiate rules on examination malpractice; to assist teachers in the invigilation of examinations and the power to punish offenders in relation to examination malpractice. Students realised that these associated skills could be put into practice in the prevention of examination malpractice. These related to skills such as the organisation of seminars, study groups and discussions on integrity and morality of examinations. There was also an understanding that teachers and students could work together to solve school problem through ‘student voice’. 
Consulting students on examination malpractice was more likely to encourage peer reporting on examination malpractice (72.14%); students were more likely to confront peers who engaged in it (75.13%) and students were more likely to work with teachers to prevent examination malpractice (96.15%). Interpretatively, where students participated in schooling, school was perceived as a community and any school related problems were perceived as a wider community problem.

6.3 Situating the prevention of examination malpractice within ‘student voice’.

‘Student voice’ includes interactions between students and their teachers via dialogue aimed at improving teaching and learning and schooling. Examination malpractice includes actions of the individual that contradict rules on examinations, tests or assignments with the intention of benefiting the individual or another person. The study found that examination malpractice is determined by students’ personal factors such as a competitive climate for marks and lack of effort in their studies and by institutional factors such as poor pedagogy, poor relationships and lax leadership. Students’ most frequent method of engaging in examination malpractice is collusion with peers. The study found that students are less likely to engage in examination malpractice where there is evidence of good pedagogy, support for relationships and care between students and teachers, confidence about passing examinations, proper invigilation of examinations and where examination malpractice is likely to be punished severely. Examination malpractice is likely to be rare where students have developed the level of moral reasoning needed to resolve the moral issues it raises. The study found that schools prevent examination malpractice through invigilation and
punishment of offenders. Preventing examination malpractice through punishment alone has been shown to be a short-term approach and may not guarantee success because “most student cheating is not caught, so the threat of sanction does little to deter most students” (Davis et al. 2009:132). There is need for a long-term approach to preventing examination malpractice in schools.

The above issues raise some questions: can ‘student voice’ improve teaching and learning, relationships and care and help school leaders improve on their work? Can ‘student voice’ help students to improve on their academic effort and enable students to develop the confidence to pass examinations without engaging in examination malpractice? Can schools improve exam invigilation and initiate sanctions through student participation in preventing examination malpractice? Can schools improve on student morality towards examination malpractice through student participation? Answers to these questions will be part of a long-term approach to preventing examination malpractice. A long-term approach to preventing examination malpractice would require schools to: (a) improve teaching and learning and context of schooling through student participation and (b) enhance students’ moral approach to examinations and encourage integrity of examinations.

6.3.1 Improve teaching and learning through student participation

Examination malpractice is a problem that concerns students, and it is necessary that students should participate in its prevention (UNCRC 1989). Research shows that schools could improve teaching and learning through ‘student voice’ (Mitra 2001, 2004, 2008; Pekrul et al. 2007; Highfield 1997; SooHoo 1993). This study has shown that students want their voices to be
‘Student voice’ has the potential to improve teaching and learning because “young people have unique perspectives on learning, teaching, and schooling; ...their insights warrant not only the attention but also the responses of adults; and ... they should be afforded opportunities to actively shape their education” (Cook-Sather 2006:359). The work of Flutter et al. (2004) describes ‘student voice’ as a “democratic” process of improving teaching and learning in schools. Student voice has a “transformative potential”, it is a path “for the future development of education” for schools (Flutter et al. 2004).

The study found that consulting students on teaching and learning has the potential to improve teaching and learning, relationships and care and teachers’ commitment to their jobs (5.4 - 5.6). Consulting students on schooling is geared towards the identification of teaching, learning and contextual problems they may encounter (5.3), thereby making academic success possible (6.1.6). Findings from this study suggest that consulting students on schooling imbues them with the desire to take responsibility for their learning; it helps them to determine their problems, to make an effort in their studies and to develop the confidence to pass their examinations (5.8).

Consulting students on teaching is of value to teachers in practising reflective teaching through students’ feedback (Darby 2005).

Hart’s (1992) ladder of student participation in schooling (rungs 4 – 8) and Fielding’s (2001) four-fold typology show the degrees of student participation in schooling for effective school improvement. Fielding’s (2001) four-fold typology (2- 4) shows levels of student engagement in school improvement projects with their teachers:
2. **Students as active respondents**: Teachers listen to students in order to hear students’ experiences of learning. Students and teachers discuss teaching and learning.

3. **Students as co-researchers**: Teachers listen to students in order to learn. There is greater involvement and partnership between teachers and students with a more egalitarian direction because students are co-researchers with their teachers on agreed areas of concern.

4. **Students as researchers**: Students take the leadership role, but there is a high level of partnership between teachers and students. Students identify issues to be investigated, carry out the research, analyse the data, write their report and present their findings to the community. See Hart’s ladder of student participation below (Figure 14).

There are similarities between this study and those of Fielding and Hart. The three studies show that students have skills and experiences from schooling that they can share and that they are able to improve their schools. The three studies show that students can be programme initiators, co-initiators, and researchers. Student councils initiate programmes such as monthly discussions on examination malpractice with new and older students. They also carry out research to determine factors affecting teaching and learning and schooling. Students will initiate programmes for school development and take the lead. Teachers can initiate programmes but seek student views for improvement.
Figure 14: Hart’s ladder of student participation

1. **Manipulation**: adults use students to achieve their cause while pretending it to be student initiated

2. **Decoration**: adults use children to bolster their cause in indirect way

3. **Tokenism**: students are given a voice but in fact have little or no choice about the project or the style

4. **Assigned but informed**: students understand the intention for the project, roles, and decision to participate

5. **Consulted and informed**: students are consulted by adults in adult run projects, students’ suggestions are treated seriously

6. **Adult initiated, share decision with children**: decisions taken in the project or activity are shared with student

7. **Student-initiated, student-led**: adults are there to support students

8. **Student-initiated, share decisions with adults**: students initiate the project but share decision-making, power with adults

Tokenistic
Students can also share decisions with adults and their views are treated seriously because they have experience of schooling. Students' participation in their education is more likely to lead to the sharing of power, shared responsibilities for learning between students and teachers, development of students' learning skills and more personalised learning. Students' engagement with adults on schooling is a potential way to improve teaching and learning and schooling.

The activities and initiatives of students in Whiteman School (Mitra 2001, 2004, 2008), Manitoba School Improvement (Pekrul et al 2007), Highfield School (1997) and Lincoln Middle School (SooHoo 1993) (2.7.5) highlight the immense range of activities which students can initiate with adults in order to improve teaching, learning and conditions for learning. In the above studies, student participation in schooling and in school programmes through their student councils led to some improvements: students and teachers enhanced their learning and teaching skills, students developed a strong connection with school goals and reinvented their schools, students built strong relationships with teachers and developed critical skills, deviant behaviour decreased, authorities accepted students as authentic sources of the school experience and students developed a greater ability to take responsibilities. An improvement in students’ research and discussion skills was also noticeable in these school programmes. Students became catalysts and agents of school change.

The determinants of examination malpractice as noted in this study (poor pedagogy/learning, poor relationships/care, lack of policy, poor invigilation and lax leadership) can be confidently addressed in schools through student
participation initiated through a student council. Preventing examination malpractice in the three schools is perceived to have begun with the establishment of an active student council. The student council helps to improve aspects of schooling that determine examination malpractice by working with teachers. The council can do this by harnessing the experiences and skills of students and teachers through dialogue, research and discussion to develop the intellectual capital (6.4 below) of the school in order to improve schooling. This collaborative and democratic learning community will equip the school to address issues involved in examination malpractice. Student participation in schooling and the prevention of examination malpractice has the potential to bring a new ethos to the school community as seen in the study (6.2.2).

Students perceived themselves as catalysts for change and saw the school as a learning community where teachers and students share ideas and support each other. The study shows that when students participate in the prevention of examination malpractice in schools through student councils they are motivated to confront peers who have engaged in examination malpractice and to support policies on examinations. Findings from the study suggest that in preventing examination malpractice through ‘student voice’, students are more likely to employ research methods that question school practices on preventing examination malpractice (as researchers) as well as to seek students’ views on ways to prevent examination malpractice (as the researched). The findings of the study suggest that through the student council’s programmes to prevent examination malpractice, students became the agents of change in their schools. This study thus agrees with the work of
Pollard et al, (1997), which states that “taking pupil perspectives seriously can contribute to the quality of school life, the raising of standards of educational achievement and understanding of many important educational issues” (p.1). Students maintained that preventing examination malpractice through ‘student voice’ has the potential to help students develop the level of morality necessary to resolve moral issues implicit in examination malpractice.

6.3.2 Moral development and improvement of examination integrity in schools

Preventing examination malpractice in schools requires moral issues involved in examination malpractice to be addressed. Schools are obliged to make students imbibe school values on examination, (Nuss 1988) as well as to help students to develop the moral reasoning necessary to resolve integrity and moral dilemmas implicit in examination malpractice (Davis et al, 2009). Schools can help students to resolve integrity and moral issues on examination malpractice in two ways: (i) help students to imbibe values of examination integrity through examination policies and (ii) help students to enhance their moral reasoning on examination malpractice through discussions and dialogue.

6.3.2.1 Help students imbibe values of examination integrity through policies

Research shows that when school and student values on examination malpractice correspond, there are behavioural and attitudinal outcomes: students feel more committed to their schools’ goals (Ambrose et al, 2007). Ambrose et al, (2007) argued that ethical values upheld by an organisation like a school motivate members of the school community to develop particular ethical decisions, attitudes and behaviours. The organisational integrity study of Pain (1994) showed that organisations manage integrity and moral issues
by “defining and giving life to an organization’s guiding values, to create an environment that supports ethically sound behaviour, and to instil a sense of shared accountability among employees” (p.111). Thus, an organisation like a school can improve on the integrity of examinations by having a code of conduct that defines a school’s values, responsibilities and aspirations pertaining to examinations. Pain (1994) argued that an integrity code promotes responsible conduct and that education about the code and a supportive environment are preconditions for compliance. Pain cautions that employees may “rebel against programs that stress penalties, particularly if they are designed and imposed without employee involvement” (p.111). The values which organisations uphold should be integrated into all aspects of management and organisational activities and understood by employees (Pain 1994).

Adapting the organisational integrity study of Pain (1994) in this study, the prevention of examination malpractice through ‘student voice’ becomes clearer. Central to the integrity views of Pain are the need for discussion and understanding of the values which schools place on academic integrity, because “appropriate decision process will lead to right action” (Pain 1994:112). As seen in the study (5.5), students desired to have the school’s student council entrusted with initiating policies on examination malpractice. Students maintained that students will understand the policies through dialogue and discussions (5.9) and be motivated to abide by them. Student and teachers observed that through dialogue and discussions on examination malpractice, the school community will not only discover the determinants but also the consequences of examination malpractice. Discussions organised by
the student council explain school policy on examination malpractice and the
moral dilemmas implicit in it and the school has the “opportunity to
communicate the values it places on integrity” (Nuss 1988:16). Dialogue on
examination malpractice will help students to “construct moral meaning” and
to “figure out – for themselves and with each other – how one ought to act”
(Kohn 2006:67).

The study (5.9.1, 6.4 - below) shows that programmes to prevent examination
malpractice include the formation and dissemination of the policy on
examination malpractice by the student council. It is thus not a policy imposed
on students but rather one initiated with them; it is not a programme organised
for students but with students; nor is it a programme in which students are
being used to fulfil a leadership agenda (Hart 1992). Rather, students are
committed to working with teachers to improve their schools. Students are
thus more likely to have a strong moral obligation to keep the policy.

Student councils will also prevent examination malpractice by initiating
programmes aimed at addressing the integrity issues it raises. Such
programmes include peer counselling, lessons on examination ethics, how to
prepare for examinations, seminars on examination malpractice, study
groups, a democratic forum, inter-school quizzes and debates (5.9.1). The
above programmes address the effects of students engaging in examination
malpractice and their rationale for doing so. Preventing examination
malpractice through consulting students is a long-term programme because it
involves a continuous process of improvement (below, 6.4) that takes
students’ morality, quality and teaching and learning contexts into account.
6.3.2.2 Help students to enhance their moral reasoning on examination malpractice

Kohlberg’s (1971) preconventional to conventional levels of moral development show the levels of moral reasoning schools should guide their students to absorb. Schools should help their students to avoid examination malpractice by moving from the level of avoiding it out of fear of punishment (preconventional level) to avoiding it because of its detrimental effects on the offender, peers and society (conventional level). Students at the preconventional level would avoid examination malpractice because of consequent punishment if caught. Students at the preconventional level make moral choices based on the consequences of their actions; they choose actions that lead to personal rewards and avoid actions that would entail punishment.

Students at the conventional level seek to be good people both for the sake of themselves and others and to care about the interests of others. Correct behaviour is determined by laws, rules and community expectations. Such students identify with school rules and rules on examination malpractice and take into consideration the feelings, agreements and expectations of peers and teachers. Students at the conventional level would view morality as behaving according to what the school holds as the right conduct above individual interests. Such students will perceive the need to support policies on examination malpractice and regard them to be necessary for community cohesion and fairness. Kohlberg maintained that this level of moral reasoning can be achieved in students through classroom practices that present a “moral dilemma” to students, because cognitive-moral theorists believe that discussions of moral dilemmas have the power to stimulate moral growth.
Discussions and dialogue on examination malpractice organised by student councils will give students the opportunity to discuss inherent moral dilemmas, such as why students should not help peers during examinations even when those peers are on the verge of failing examinations, why policies on examinations are necessary, whether examination malpractice by a student affects peers and the consequences of engaging in examination malpractice. Kohlberg observed that such moral growth is achievable in schools when students have the opportunity to participate in schooling, have a voice on matters that affect them and when equal value is “placed on the voices of students and teachers” (Murray 2008). This study maintains that an engaged ‘student voice’ in schools can only achieve such a level of moral development through discussions and dialogue, a climate of democracy, and equality of voice of students and teachers in secondary schools.

6.4 Framework for addressing the prevention of examination malpractice through ‘student voice’

(a) Introduction
The prevalence of examination malpractice in primary and secondary schools and universities has been documented in the literature Godfrey et al, (1993); Haines et al, (1986); Jendrek (1992); Meade (1992), Godfrey and Waugh (1998). Previous literature reviews by Murdock et al, (2004), Johnson (1996), Genereux et al. (1995) and Stearns (2001) and this study (4.2) show that students’ engagement in examination malpractice is determined by school contextual factors. While some schools have tried to prevent examination malpractice by treating it as a moral problem, thereby initiating an “honor code” (McCabe et al, 1999, 1993) to restore students’ morality, others have
tried to use “disciplinary systems” (Kibler 1993). While these approaches are not inherently wrong, they are deficient in two ways: they fail to determine and address the factors that affect examination malpractice and they fail to address the prevention of examination malpractice in schools through a systemic approach. None of the methods (honour code, disciplinary systems) alone can prevent examination malpractice in secondary schools. The findings of this study suggest that preventing examination malpractice is a matter for the school community, with students and teachers working together as participants.

Schools see examination malpractice as an institutional problem; they see students as ‘perpetrators’ of the offence while neglecting to ask students why they engage in it. Studies also show that teachers often do not follow institutional rules when handling cases of examination malpractice (Jendrek 1989). Some teachers are not aware of institutional regulations on examination malpractice (McCabe 1993). Schools in this study prevent examination malpractice through the punishment of offenders and invigilation. However, preventing examination malpractice exclusively through punishments and invigilation is inadequate as these methods do not study the factors responsible for examination malpractice and offer solutions to them (5.9). There is need for a broader method of preventing examination malpractice addressing the academic deficiencies of students and enhance their moral approach to examination malpractice. Such a method is expected to take a systemic approach whereby the school community is responsible for preventing examination malpractice. The approach will help the school
community to be aware of the values of academic integrity, its responsibilities and the support and training needed for preventing examination malpractice.

**(b) The need for a framework**

An obvious task would be to find a school programme that deals with the determinants of examination malpractice identified in this study and in the literature (Pulvers *et al*, 1999, Wentzel 1998, 1997, Newhouse 1982, Hendrix *et al*, 1990, Anderman *et al*, 2007). This programme would address the academic and moral determinants of examination malpractice identified in this study. Academic determinants include poor quality teaching and learning, poor relationships and care and lack of ‘student voice’ in schooling and lack of study skills. Moral determinants of examination malpractice include lack of policy, dialogue and discussions of the problem, lack of administrative commitment, neutralisation of examination malpractice by students and its effects on individuals, peers and society and teachers’ indifference to examination malpractice. Such a school community programme would invite students’ commitment to school goals by working for the welfare of students. The programme would inform parents of the effects of sending their children to “private centres” in order to be helped illegally during exit examinations. The programme would enable schools to introduce some democracy to enable students to have a voice on schooling. The programme is articulated in ‘student voice’ as seen in the framework below (Figure 16). ‘Student voice’ aims to promote three areas for the student: to be educated, to be a good and responsible citizen, to be moral and a person of integrity. These values should be developed in schools and with students. ‘Student voice’ believes that “schools, even low-achieving ones, can
change positively and dramatically as they create a community in which the goal is not to do something to students but for students to become productive workers and leaders” (Goldman et al. 1998:7).

**(c) The framework’s need for a systemic approach**
Research shows that the prevention of examination malpractice in schools requires “collaborative action” from students and teachers in order to “transform the system” (Alschuler et al. 1995:123). Findings from this study show that examination malpractice affects learning and teaching in schools (4.1.2); it is a school community problem that needs a community approach. The community approach is outstanding in this framework because “people will not commit or even care about institutions to which they do not belong ... [rather] people will commit and work hard for a school and community to which they do belong” (Goldman et al. 1998:6). Many school leaders tend to see examination malpractice as determined by students’ lack of effort, but this study shows that it is also determined by school contextual factors. Preventing examination malpractice would demand a community approach to identify the factors underlying it and to help develop a solution.

**(d) The framework builds the intellectual capital of schools**
The framework for addressing the prevention of examination malpractice in secondary schools, views the prevention process as an ongoing community programme in which activities are inter-connected and dependent on each other. Prevention of examination malpractice is also regarded as being productive in a democratic climate in which students and teachers can work and share views on areas of concern. Prevention of examination malpractice through ‘student voice’ means a school community building a body of
knowledge independent of any of its members. This body of knowledge becomes a resource that the community draws on to solve its contextual problems and to evaluate itself. Kelly (2004) refers to this body of knowledge as the “intellectual capital” of the school.

*Figure 15: Process of building school resource for preventing exam malpractice*

Prevention of examination malpractice through ‘student voice’ would demand a change in the ways in which schools address issues that concern students. Prevention of examination malpractice through ‘student voice’ is more likely to be successful if members of the student council entrusted with the task are helped to acquire the skills for dialogue, communication, research, analysis and interview. This framework suggests that five interventions are needed to prevent examination malpractice: establishment of a student council, student participation in schooling, formation of examination policy, dissemination of policies and programmes and evaluation of the process. Some issues counsellors will consider at each stage of their work are articulated in questions. The five inventions as seen in Figure 16 are explained below.
Figure 16: The conceptual framework for preventing exam malpractice in schools through student voice

- **Evaluation**
  - Evaluate activities, strategies, impact, feedback, goals, successes. Effect of changes, set targets.

- **Student Council**
  - Students, teachers, principals, training, duties, powers, vision, mission, strategy

- **Dissemination**
  - Discuss exam malpractice, rules, policy, sanctions with parents, school community, classes. Give out policy documents, reminders.

- **Participation**
  - Students participate in schooling, welfare. Data on why exam malpractice occurs. Who consults, who is consulted, how. Work on findings

- **Policy**
  - Make rules, sanctions, initiate programs/training to encourage ethos of morality, integrity, good practice
6.4.1 Formation of student councils

The student council is the representative body of school stakeholders – students, teachers and parents. There is a real need for parents to be included in the student council because the study shows that parents are one of the determinants of examination malpractice. Students on the council should be representatives from all the classes in the school community.

Teacher members of the council should be those interested in ‘student voice’. Head teachers of each school should be members of the school council.

While this study does not deal with the qualities, characteristics and qualifications of the members, there is a need for members be trained in their duties, know their limitations and the extent of their powers and to be guided by a specified vision. Vision in this context means the quality of teaching and learning expected in schools and the level of students’ morality with regard to examination malpractice. It includes counsellors’ perspectives on a school’s “preferred future state” or “shared images” of their school they want to create in the future (Goldman et al, 1998; Senge et al, 1999). The student council should initially be guided by answers to these questions:

- What are the vision, mission and functions of the student council?
- Who are the members?
- How are members elected?
- What are their roles?
- What are the characteristics of the members?
- What rules guide the student council and how are they made?
- What type of training do members need?
- How are leaders in the council elected?
- How is the council funded?
- What are the times of meetings and what space is available for them?
6.4.2 Invite student participation

The study shows that students are aware of their problems, the quality of teaching and learning in their schools and the behaviour of teachers they like and dislike. They are also aware of their academic needs and that of peers and excluded students in their schools. They have experience of how they can be helped and of how the school can be improved. Their participation will make it possible to harness their experiences and skills for school improvement. As has been shown in this study, initiating a student council solely devoted to preventing examination malpractice may not fulfil its purpose efficiently if the council does not work for the overall wellbeing and care of students. Preventing examination malpractice is therefore one of the duties of the council. Students should perceive the council as effective, engaged and working for their good in areas of teaching and learning, care, sports, feeding, hostels, bullying, school policy, punishment and truancy. Student participation in other aspects of their schooling gives students the impression that they are not being used solely to achieve a leadership agenda on preventing examination malpractice. The prevention of examination malpractice is instead an institutional problem that needs students’ views. For counsellors to have in-depth experience of examination malpractice in their school, they should carry out research on the question: Why do students engage in examination malpractice? Answers to this question will highlight school deficiencies that determine examination malpractice. Research on the above question will lead to further questions to be answered by counsellors:

- What type of data is needed?
- What methods of data collection should be adopted?
- Who is to be consulted?
• Who is to do the consultation?
• Are there limits to data collection?
• How is the data to be analysed and by whom?
• Are skills/training needed for the collection and analysis of data?
• How is the data to be presented, to whom and by whom?
• What programmes/interventions are needed to deal with the findings?

6.4.3 Examination Policy
An examination policy is important for the prevention of examination malpractice. On a practical basis, it sustains the programmes, decisions and powers of the student council. The examination policy should cover issues involved in examinations and examination malpractice, such as definitions, invigilation, the examination room, responsibilities of students and teachers, security, programmes to enhance integrity and student morality, processes for reporting offenders, sanctions and the expectations of students, teachers and invigilators during an examination. To articulate the policy, councillors may be guided by answers to these questions:

• How is examination malpractice to be defined?
• What behaviours constitute malpractice?
• Why is examination malpractice prohibited?
• How should examinations be invigilated or supervised?
• Who makes rules and sanctions?
• What is the process for reporting and handling examination offenders?
• Who implements sanctions?
• What are the responsibilities of teachers and students?
• Is training needed in the community; if so, what type of training is it, and who needs it?
• What programmes will demonstrate the morality and integrity of examinations to the school community and what rules are needed for them?
• Is there a need for current data on examination malpractice?
• What are the strategies for preventing examination malpractice?
6.4.4 Dissemination of information

Dissemination of information is “the communication of information to all potential customers” (Mulhall et al, 1999:8). In this study, dissemination is the communication of policies, sanctions, expectations, responsibilities and programmes on examinations and examination malpractice to the school community. It is the means of revamping the policies, expectations, morality and integrity of examinations in the minds of individuals in the school community to enable the activities and policies initiated by the council to be understood (French 1999). Student council research (6.4.2) on the ‘why’ of examination malpractice in schools will likely lead to the prevention of examination malpractice if it is disseminated and communicated to the school community through appropriate methods. The purpose of research is to create an impact in the target audience. The impact is created through the dissemination of research. There is often a gap between research and practice in education, where the findings of research are poorly disseminated or where there is no dissemination at all (Mulhall 1999). Dissemination of information by the student council includes discussing examination malpractice with students in the school, classrooms and school clubs. It also encompasses discussions with parents and teachers on the same topic. The council can use means of dissemination such as blackboards, seminars, workshops, circle time, class discussions and presentations. Printed materials on examination malpractice are to be made available to the school community and effort should be made to ensure they are understood. For the decisions and programmes of the student council to have a maximum impact, the student council needs to study the audience so as to know the ‘technique’ of
communication that is best adapted to them. Communication of student council decisions, policy and programmes is to be guided by answers to these questions:

- What is to be communicated?
- Which communication methods are acceptable and capable of gaining the largest audience?
- How often does communication on examination malpractice take place?
- When and how are the morality and integrity of examinations discussed?
- When and how are policies and sanctions discussed?
- How are documents on policies and sanctions distributed?
- How is the process of reporting and handling offenders communicated?
- Is there a need to promise confidentiality and anonymity?
- Is there a need for periodic reports on cases of examination malpractice?

Figure 17: Dissemination process

- **Data** - student council is to produce data (evidence) on examination malpractice and how it is to be prevented.
- **Prevention strategy** - policies and programs the student council wants to introduce.
- **Dissemination** - how qualitative is the information, what method of transmission of the information will be appropriate given the context of the school community. What skills are needed? The characteristics of teachers, students and parents.
6.4.5 Evaluation of process
Evaluation includes an assessment of the “strengths and weaknesses” of decisions, programmes, policies, dissemination and prevention strategies. Evaluation should also include the school community’s perceptions of the effectiveness of the student council. Evaluation will help counsellors assess their coordination of programmes and to check if their goals and plans are being achieved. These goals include improving teaching and learning, relationships and care, morality and integrity, proper invigilation of examinations, student welfare, committed leadership, and students’ commitment to the school and the prevention of examination malpractice. Counsellors should develop instruments for assessing progress, the effects of programmes on the school community and hindrances to the effective operation of programmes.

Figure 18: Evaluation process for prevention of exam malpractice through consultation
They should determine what needs to be changed and how. Counsellors should consider the following questions when planning an evaluation:

- Why is an evaluation necessary?
- What does the council want to know?
- What method of evaluation is to be adopted?
- Who is to be consulted?
- How is data to be analysed and by whom?
- How often is evaluation needed?
- Are there failures and successes, and, if so, why?
- What areas necessitate more concern?
- What changes are to be made, by whom and how?
- Are there skills needed for the evaluation?
Chapter 7

7.1 Conclusions, implications and recommendations

This study aimed to explore how secondary schools can prevent examination malpractice as a community through ‘student voice’ by initiating a school community programme to address the factors that determine examination malpractice. Examination malpractice was found to be prevalent in the three secondary schools. Very little research on preventing examination malpractice in secondary schools has been carried out and many researchers perceive the prevention of examination malpractice as something to be done by teachers towards students and not as a programme to be addressed by teachers and students working together as a community. Students engage in examination malpractice because they desire academic success. Preventing examination malpractice would require systemic thinking in secondary schools on how students can acquire the expected knowledge and develop the confidence to pass their examinations legally. Research that has addressed the prevention of examination malpractice by dealing with its underlying reasons and through ‘student voice’ in secondary schools is non-existent.

The study shows that students’ engagement in examination malpractice is greatly affected by institutional and personal factors. Institutional factors are dominated by poor pedagogy, poor relationships and care and poor attitude of teachers and students towards examination malpractice. Students’ personal factors show that many students failed to make the necessary efforts and lacked the self-confidence to prepare for and pass examinations. There is a need to improve students’ morality and the integrity of examinations.
Students’ and teachers’ attitude towards examination malpractice in these schools is affected by the lack of institutional policy on examination malpractice. They are indifferent to examination malpractice and there is no agreement on what constitutes it. Findings from the study suggest that there are two major ways to prevent examination malpractice in their schools: (i) improving teaching and learning and the context of schooling and (ii) enhancing students’ understanding of the moral implications of examination malpractice and the integrity of examinations.

The study agrees with other research (Mitra 2004, Pekrul et al. 2007, Highfield 1997, SooHoo 1993, Rudduck et al. 2004, 2007, Flutter et al. 2004, Hargreaves 2004, Fullan 2001, Cook-Sather 2002) which found that students have credible experiences to share on matters that concern them. Findings from this study suggest that students have experiences to share on school issues such as the quality of teaching and learning, relationships between teachers and students, the curriculum and the school environment. They have experience of how teachers teach, how they want to be taught and factors that interfere with their learning. Students’ experiences could lead to improvement in teaching and learning if adults were to listen to them. This study shows that students have a wealth of untapped experience of examination malpractice, such as the factors that determine examinations malpractice, the attitude of teachers towards examination malpractice, methods of examination malpractice and strategies for its prevention.

Examination malpractice can be prevented in two major ways: improvements in teaching and learning through student participation and enhancing students’ moral approach to and the integrity of examinations. Preventing
examination malpractice through ‘student voice’ requires schools to initiate an engaged student council. The student council is made up of student representatives from all classes, with some teachers, parents and school heads. The student council should work to improve teaching and learning and address the moral and integrity issues involved in examination malpractice though council programmes. The student council should communicate examination policy and programmes to the school community. Respondents believed that preventing examination malpractice from occurring is the best approach to address the problem. Key findings from the study include:

- Examination malpractice is prevalent in schools and students are often aware when it takes place
- Factors that determine examination malpractice are predominantly academic and within schools
- There is no policy on examination malpractice and this negatively affects the attitude of the school community towards it
- Students are not properly listened to in their schools
- Consulting students on schooling is more likely to improve teaching and learning, relationships and care in the school community
- Preventing examination malpractice through a student council is more likely to commit students to its prevention
- Prevention of examination malpractice through ‘student voice’ is a robust approach to discovering students’ personal, institutional and moral problems towards it and in initiating strategies for its prevention

7.2 Implications of the study for schools

7.2.1 Implications of the findings for students
Findings from the study suggest that examination malpractice is prevalent in schools and is partly determined by students’ lack of effort to study. Students
should develop a desire to learn and interest in their education and understand that it is their duty to learn. Findings from the study suggest that students study to compete with peers over grades (extrinsic motivation) instead of studying for understanding (intrinsic motivation). Students should understand that their ability is increased through effort (incremental theory of ability (2.5.2)) rather than seeing ability as something they cannot improve. Students should develop the skills for learning.

The study shows that some students perceived the prevention of examination malpractice as the duty of teachers. The student council should have an engaging dialogue with students that imbue in them the community spirit needed to solve school problems. Students should understand the negative effects of examination malpractice on their academic careers and develop the personal conviction to abstain from the behaviour.

Findings from this study suggest that students value being consulted. They perceive consultation to be valuable in improving the academic, moral and behavioural aspects of their lives. There are expectations of students if consultation is to succeed in their schools; they should understand that the overall purpose of consultation is for personal and academic development. Student consultation with teachers demands trust and openness from the student.

7.2.2 Implications of the findings for teachers

Findings from the study suggest that examination malpractice in the three schools is predominantly determined by poor quality teaching and learning, poor relationships and care, teacher behaviour, indifferent attitudes of some teachers towards examination malpractice, lack of administrative integrity, a
competitive climate and poor invigilation. The findings thus have implications for teachers. Firstly, preventing examination malpractice in schools cannot succeed without teachers’ commitment to it; teachers are gateways to change in schools. Teachers can help to prevent examination malpractice by improving the quality of teaching in their individual classes, by initiating ‘student voice’, inviting students’ comments and carrying out research into the quality of teaching and learning in the classroom. Teachers should also endeavour to make their lessons discursive, vivid and clear. Teachers should encourage students to take responsibility for their learning. There is a need for discussion amongst teachers on constructivist teaching and learning processes. The need is urgent because, if one of the goals for improving student learning is to prevent examination malpractice, “improvement of student learning begins with the improvement of relatively ineffective teachers regardless of the student placement strategies deployed within a school” (Wright et al, 1997:66).

These schools currently have no formal methods of consulting students. Findings from the study suggest that some teachers hold on to an “ideology of immaturity” on students (Grace 1995); they believed that students lack the maturity of experience of schooling to be consulted. Teachers should address such perceptions in order to promote the successful participation of students in schooling. Teachers should understand students’ problems by creating opportunities to listen to students. They should use methods of consulting students such as questionnaires, interviews, opinion boxes, discussions and drawings as articulated in MacBeath et al. (2003:11). A combination of some of these methods such as questionnaires and interview will give teachers a
deeper understanding of students’ problems and views. While this study encourages formal consultation with students, it is also suggested that teachers create opportunities for consultation with students on an informal level, such as by asking students how they are progressing in their studies (5.2). Such informal consultation would strengthen relationships between teachers and students.

Findings from the study suggest that some teachers are indifferent to preventing examination malpractice in their classes. Students are not sure which behaviours some teachers regarded as examination malpractice. Some teachers also help students illegally during external examinations for monetary gains. There is a need for discussions on examination malpractice amongst teachers. Such discussions should address issues such as methods of examination malpractice, what constitutes examination malpractice and strategies for its prevention.

Preventing examination malpractice would demand an improved understanding on the part of students of the moral implications of examination malpractice and would help them to behave well during examinations.

Findings from the study suggest that dialogue and discussions between teachers and students is necessary when addressing the moral dilemmas implicit in examination malpractice. Conditions for moral discussions on issues such as fairness, justice, conscience, responsibility and honesty should be harnessed and applied to examination malpractice.

7.2.3 Implications of the findings for school management

The study maintains that schools are not identical; therefore, school management teams should work with the school community to identify factors
responsible for examination malpractice in their schools. Findings from this study suggest that some school heads and management teams liaise with exam supervisors in order to help students illegally during external examinations. Findings also show that school heads and management teams engage in such illegal negotiations with exam supervisors when they perceive that students have not been prepared well for the examinations due to poor pedagogy and learning or when the curriculum for the examination has not been covered. Creating a programme of monitoring teaching and learning in their schools would be an avenue to improving on teaching and learning. School heads and management teams should employ methods of monitoring teaching and learning, such as action research, questionnaires, interviews, class visits, opinion boxes and term and annual evaluations.

Findings from the study suggest that prevention of examination malpractice does not have a community approach in schools and schools lack a formal policy on examination malpractice. School management teams should plan to prevent examination malpractice by first initiating an engaged student council through which council programmes and policies can be disseminated. The study suggests that some teachers are not keen on preventing examination malpractice in their schools because they lack management support. Management teams should therefore help teachers to prevent examination malpractice by encouraging and periodically assessing programmes for preventing examination malpractice with teachers. The management team’s commitment to preventing examination malpractice in schools will be demonstrated to teachers and students by its emphasis on integrity of examinations.
Findings from the study suggest that students want to be consulted on schooling in order to elucidate their feelings, perceptions and problems in the school. However, the study also shows that consultation with students has not taken root in these schools; ‘student voice’ is still lacking in classrooms and schools. Management teams should initiate effective student consultation methods in schools such as periodic interviews, questionnaires and opinion boxes. School management teams should understand the intention and content of Articles 12 and 13 of the UNCRC (1989) which stipulate the rights of students to be heard in their schools and to contribute to matters that affect them.

7.3 Implications of the findings for policymakers

The findings from the study have implications for three levels of education management in Nigeria: federal ministry of education, state ministry of education and local government education authorities. The study suggests that to prevent examination malpractice, students’ perspectives on teaching and learning and schooling must be sought out and valued. The study also suggests that students and teachers regard some teachers as being unskilled in their jobs and consider that they may have engaged in examination malpractice to get their certificates. This raises the question of the quality of training teachers receive in teacher training colleges. There is a need to enhance the quality of teachers during training as the quality of education in schools depends on the quality of its teachers (Ukeje 1983). Students’ learning is more likely to be enhanced by teachers who are knowledgeable in their subject areas and skilful at communicating it to students (Darling-Hammond 1999). Students undergoing teacher training should be taught
about the skills and methods needed in consulting students and in preventing examination malpractice.

Findings from the study suggest that engaged ‘student voice’ is lacking in schools and schools do not have student councils. Policymakers should put into effect the demands of United Nations Convention on the Rights of the Child (1989) in schools by initiating effective student councils. Initiating a programme for consulting students in schools is a necessity. Policymakers can adopt an aspect of British (OFSTED) demand during school inspections; evidence of an institutionalised ‘student voice’ in schooling should be present. The study indicates that schools do not have an examination policy, which head teachers in the study blamed on policymakers. Schools need to see determination on the part of policymakers to prevent examination malpractice. The present policy of jailing students caught engaging in examination malpractice has never been applied because such punishment is perceived by students, teachers and society as draconian and disproportionate to the offence. Preventing examination malpractice in schools would need relevant national policies detailing the legal issues involved in examination malpractice. Policymakers should put a check on the proliferation of “private centres” where students are helped illegally during exit examinations.

**7.4 Implications of the findings for further research**

Findings from the study contribute to research methodology: the study suggests that to improve on examination malpractice, students’ subjective views and their feelings on factors that underlie their engagement in examination malpractice are necessary. The in-depth subjective views of
students and teachers should be harnessed through mixed methods research. This mixed methods approach can be used to delve deeper into other areas of research and problems that concern students like learning, teaching, bullying, relationships, exclusion, social life, and feeding and education policy. Findings from this study suggest that many students are not engaged in schooling due to poor quality teaching. Records show that the number of students failing their exit examinations in Nigeria is increasing and many universities are not comfortable with the quality of secondary education received by students (The Nation, 3/11/2009). There is a need to use mixed methods research employed in this study to examine the quality of education trainee teachers are given in order to ascertain whether it corresponds to the demand for the quality of teaching expected in secondary schools. There is also a need to use the methods used in this research to study the educational values and goals of students, teachers and society and to compare them with the quality of the curriculum. Although this study examines the climate of teaching and learning, ‘student voice’ and the prevention of examination malpractice in three schools, it cannot be generalised to all secondary schools in Nigeria. There is a need to expand the scope of the research to include schools from the major three tribes within the country: Igbo, Yoruba and Hausa. These tribes may have different religious and cultural perspectives on education, ‘student voice’ and relationships in schools. It is likely that such studies may determine the impeding factors, if there are any, to initiating an engaged student council in schools and the effects of religion and culture on realising the demands of Articles 12 and 13 of the UNCRC (1989).
The study shows that students understood that examination malpractice is wrong and that it affects others, but the majority of these students engaged in examination malpractice. Interviews revealed that respondents believed that religion has a positive effect on students’ motivation not to engage in examination malpractice, contrary to previous quantitative research on examination malpractice. There are obvious geographical, religious and cultural differences between previous research and this study. In this study, students in secondary schools are expected by their parents and society to be religious, which was not the case in previous studies. There is a need for further studies across continents on effects of religion on student motivation to engage in examination malpractice using mixed methods research. Findings from the study show that students’ liking of their teachers is determined by teachers’ pedagogical skills. Students are more likely to neglect some weaknesses of teachers if those teachers are skilled at teaching. There is a need to replicate this study in other countries, especially in those where the quality of teacher skills is not in doubt, using similar methods used in this study. Findings from such studies would help promote a global understanding on students’ perspectives and the effects of teacher behaviour.

### 7.4 Limitations of the study

A limitation of this study was the use of the case study method. As noted earlier, the study aimed to examine teachers and students’ experiences of the research topic in three schools. These schools were selected to reflect the three ways schools are owned and managed in the country - federal
government, state and private schools. The three schools involved in the research represent only a small percentage of schools in the area, raising the question of how the findings can be generalised. It is worth noting that the aim of adopting case study research is to gain an in-depth understanding of particularities of these schools, to explore their experiences in order to collect their views about using a method of consultation on schooling as a preventive programme on examination malpractice. The aim of the case study is not to generalise but instead to gain insight into the uniqueness of ‘student voice’. However, these schools share many similarities with other schools in Nigeria in such areas as ownership, curriculum, and the presence of examination malpractice, culture, the quality of teaching and learning and the practice of consulting students. Thus, “although each case is in some respects unique, it is also a single example of a broader class of things” (Denscombe 2003:36); the study of these schools can provide insight into the understanding of preventing examination malpractice in other schools that share such similarities (Borg et al. 1989). Findings from the study suggest that ‘student voice’ is effective school program for school improvement. Engaged ‘student voice’ has the capacity to improve teaching and learning, relationships and care, social and communication skills, morality and integrity of students. Thus, secondary schools in other regions, education authorities and countries that have similar climate of schooling: unengaged students, prevalence of examination malpractice, lack of quality relationships and lack of student voice as observed in the schools involved in this study could think of bringing change to their schools by initiating engaged student council through ‘student voice’ program.
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Appendix 1

STUDENT QUESTIONNAIRE

(A). BACKGROUND INFORMATION

1. Age Range                       12-14  15-17  18-20
2. Gender                         Male    Female
3. Your level in the secondary school JSS11  JSS111  SS11  SS111

(B). STUDENT LEARNING

4. The purpose of your education is: (TICK ONE)
   To get good grades
   To get good certificates for good jobs
   To understand, and for self improvement

5. Students learning will improve: (TICK ONE)
   Where students and teachers discuss students’ problems
   Where students are allowed to choose what they want to learn
   Where students feel free to share their views in the class

6. | Do you agree or disagree that in your class | strongly agree | agree | disagree | strongly disagree |
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<tr>
<td>Teachers help students to discover answers to their questions</td>
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<tr>
<td>Teachers do not care if you cram and get high mark</td>
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<tr>
<td>You want to learn even if the lesson is difficult</td>
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<tr>
<td>You always try to get higher marks than others in the class</td>
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7.  

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<tr>
<th><strong>Do you agree or disagree that students</strong></th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
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<tr>
<td>Know what makes it difficult for students to learn</td>
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<tr>
<td>Know what can make students’ learning interesting</td>
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<tr>
<td>Know the qualities of a good teacher</td>
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<tr>
<td>Know how students and teachers can relate better</td>
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<tr>
<td>Know what teachers can do to help students learn better</td>
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<tr>
<td>Can inform teachers on conditions students need as to learn</td>
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<tr>
<td>Know their classmates who need academic help</td>
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<tr>
<td>Want their opinions on school issues to be known by teachers</td>
<td></td>
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</tr>
</tbody>
</table>

8.  

<table>
<thead>
<tr>
<th><strong>Do you agree or disagree that where teachers and students share views about learning in the class</strong></th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop the desire to make effort</td>
<td></td>
<td></td>
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<tr>
<td>Students will support and like those teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students will feel free to tell teachers their learning problems</td>
<td></td>
<td></td>
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<tr>
<td>Students will not cheat in exams of those teachers</td>
<td></td>
<td></td>
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</tbody>
</table>
9. 

<table>
<thead>
<tr>
<th>Do you agree or disagree that</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your class, marking of homework and exams is fair</td>
<td></td>
<td></td>
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<tr>
<td>In your class, only teachers talk, students listen</td>
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<tr>
<td>In your school, teachers create time to discuss students' problem</td>
<td></td>
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<tr>
<td>In your school, students are free to tell teachers what they do not like about the school</td>
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<tr>
<td>Only the teacher decides what happens in the classroom</td>
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</tr>
<tr>
<td>Students know why some students cheat in exams</td>
<td></td>
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</tr>
<tr>
<td>Where teachers encourage students to learn, exam cheaters are to be blamed</td>
<td></td>
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</tbody>
</table>

(C). STUDENT REPRESENTATIVES

10. Suppose you have students' representatives in your school, it will work for the good of the students

   yes   no

11. 

<table>
<thead>
<tr>
<th>Do you agree or disagree that students' representatives can</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell teachers how to make lessons interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell teachers how to make students like school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with teachers to prevent exam malpractice</td>
<td></td>
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</tr>
</tbody>
</table>
12. Students representatives can collect information from students

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>On why lessons are not interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On why students engage in exam malpractice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On how exam malpractice can be prevented</td>
<td></td>
<td></td>
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<tr>
<td>By asking students some questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By discussing with students</td>
<td></td>
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</tbody>
</table>

13. Do you agree or disagree that where students and teachers share ideas on learning

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn from each other better ways to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students and teachers will learn to support themselves</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teachers will learn from students how students want to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will learn how to make students’ learning interesting</td>
<td></td>
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</tr>
</tbody>
</table>

(D). RELATIONSHIP IN THE SCHOOL

14. Do you agree or disagree that in your school

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers encourage students in their learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers listen to the students</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teachers understand the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teachers care for students’ wellbeing</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
(E). EXAM RULES IN THE SCHOOL

15. Exam rules mean that: (TICK ONE)

- Students can cheat only a little
- Students must not cheat
- Students can cheat if the teacher is the cause
- Students can cheat if the school allows it

16.

<table>
<thead>
<tr>
<th>How often do teachers emphasize</th>
<th>very often</th>
<th>often</th>
<th>fairly often</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rules on exam malpractice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That exam cheaters will be caught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The punishment for exam malpractice</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>That malpractice will not help the cheater achieve academic goal</td>
<td></td>
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</tbody>
</table>

17. Would you recommend your school to a relative looking for a good school

- yes
- no

18. Your school can best prevent exam malpractice by: (TICK ONE)

- Getting students involved in the prevent of exam malpractice
- Making sure that students learn well
- Increasing punishment for malpractice
- Making sure students understand exam rules
- Teaching moral education more in the school

(F). EXAM MALPRACTICE IN THE SCHOOL

19. In your school, students choose their seats in exams

- Yes
- No
20. Have you seen another student engage in exam malpractice?
   many times   few times   once   never

21. Suppose you saw a student engage in exam malpractice, what do you do: (TICK ONE)
   Tell other students about the malpractice
   Behave as if you did not see it
   Report it to the teacher
   Confront the offender later

22. If the exam offender was your friend, what do you do? (TICK ONE)
   Behave as if you didn’t see it
   Report it to the teacher
   Caution your friend, but not report it
   Tell other students about the malpractice

23. Has another student asked for your help in an exam?
   many times   few times   once   never

24. Do you have exam rules in your school      yes   no

25. | Do you agree or disagree with these statements | strongly agree | agree | disagree | strongly disagree |
    |-------------------------------------------------|----------------|-------|----------|-----------------|
    | Exam malpractice is morally wrong               |                |       |          |                 |
    | Exam malpractice is not acceptable in any circumstance |       |       |          |                 |
    | Exam malpractice by a student affects other students |       |       |          |                 |
    | Students who cheat are to be reported by other students |       |       |          |                 |
    | Some teachers don’t care about exam malpractice  |       |       |          |                 |
    | Teachers handle exam malpractice as they like    |       |       |          |                 |
26. Check the list below and tick the ones you have done in the secondary school:

1. Copying from another student in exam/test without his/her knowledge
2. Copying from another student in exam/test with his/her knowledge
3. Taking a cheat paper into the exam hall
4. Giving another student help in the exam/test
5. Presenting another student’s homework as your own
6. Copying material from the internet and presenting it as your own
7. Getting help from another person on your homework
8. Seeing an exam paper before the exam day
9. Taking exam for another person
10. Sitting close to another student in order to copy from him/her

27. Suppose the school accepted you on condition that you would report exam cheaters when you see any; would you keep to the law now?

28. Rank from 1 (highest) to 5 (lowest) the following that can make you not to engage in exam malpractice

<table>
<thead>
<tr>
<th>Rank</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You will be caught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You have enough intelligence to do the work</td>
<td></td>
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<tr>
<td>3</td>
<td>Exam malpractice is morally wrong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You will lose your prestige if caught</td>
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<tr>
<td>5</td>
<td>Exam malpractice is against the rules of your school</td>
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<td></td>
<td>Punishment for exam malpractice is very severe</td>
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<tr>
<td></td>
<td>You would not like to offend your teachers by malpractice</td>
<td></td>
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<tr>
<td></td>
<td>Your friends will not be happy with you</td>
<td></td>
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</tr>
</tbody>
</table>
29. Tick the first 5 that would make you to **engage in exam malpractice**:

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>You have not seen students punished for exam malpractice in your school</td>
<td></td>
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<tr>
<td>You haven’t enough time to prepare for the exam</td>
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<tr>
<td>You want a high mark</td>
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<tr>
<td>The teacher did not teach well</td>
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<td></td>
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</tr>
<tr>
<td>You can’t be caught</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everybody cheats in exams</td>
<td></td>
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</tr>
<tr>
<td>The teacher does not worry about exam malpractice</td>
<td></td>
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<tr>
<td>The material for the exam was not covered in the class</td>
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<tr>
<td>The invigilator left the exam hall</td>
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<tr>
<td>You are in danger of failing the exam</td>
<td></td>
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<tr>
<td>You want to help your friend</td>
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<tr>
<td>You don’t see anything wrong with exam malpractice</td>
<td></td>
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<tr>
<td>You help others in exam so that they can help you in future</td>
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<tr>
<td>You don’t like the topics for the exam</td>
<td></td>
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<tr>
<td>The exam was too difficult</td>
<td></td>
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</tbody>
</table>

30.  

<table>
<thead>
<tr>
<th>Do you agree or disagree that exam malpractice will reduce where teachers</th>
<th>strongly agree</th>
<th>Agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are fair in marking exams</td>
<td></td>
<td></td>
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<tr>
<td>Appeal to students consciences not to engage in exam malpractice</td>
<td></td>
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<tr>
<td>Threaten students that exam offenders will be caught and punished</td>
<td></td>
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<tr>
<td>Punish exam offenders severely</td>
<td></td>
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<tr>
<td><strong>Do you agree or disagree that where students</strong></td>
<td><strong>strongly agree</strong></td>
<td><strong>agree</strong></td>
<td><strong>disagree</strong></td>
<td><strong>strongly disagree</strong></td>
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<tr>
<td>Understand that preventing exam malpractice is their responsibility, they will accept it</td>
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<tr>
<td>Participate in preventing exam malpractice, they will report other students who engage in it</td>
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<tr>
<td>Participate in making exam rules, students will support the rules</td>
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<tr>
<td>Share their learning problems with teachers, poor performing students will improve</td>
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<tr>
<td>Share views on learning with their teachers, students will have better study skills</td>
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<tr>
<td>Discuss exams with their teachers, pressure during exams will decrease</td>
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<tr>
<td>Understand that exam malpractice of their classmate affects them, they will report exam cheaters</td>
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<td></td>
</tr>
<tr>
<td>Discuss exam malpractice with their teachers, they will be convinced not to engage in it</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in preventing exam malpractice they will confront students who engage in it</td>
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</tbody>
</table>
Appendix 2

TEACHER QUESTIONNAIRE

1. Gender
   - male
   - female

(A) Teacher behaviour and student learning

2. The purpose of students’ education is (TICK ONE)
   - To get good grades
   - To get good certificates for good jobs
   - To understand, and for self improvement

3. How do you ensure that students understand your lessons?
   a.------------------------------------------------------------------------------------------------------------------------
   b.------------------------------------------------------------------------------------------------------------------------
   c.-------------------------------------------------------------------------------------------------------------------------

4.

<table>
<thead>
<tr>
<th>Do you agree or disagree that where students share ideas about their learning in the class</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn better ways to learn from each other</td>
<td></td>
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</tr>
<tr>
<td>Teachers will learn from students how students want to learn</td>
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</tr>
<tr>
<td>Teachers will learn how to make students’ learning interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students and teachers will learn to support themselves</td>
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</tbody>
</table>

5. How do you assess the views of your students about your teaching?
   a.------------------------------------------------------------------------------------------------------------------------
   b.------------------------------------------------------------------------------------------------------------------------
6. Do you agree or disagree that in your school

<table>
<thead>
<tr>
<th>Teachers devote time to help students learn more</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers listen to the students</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teachers seek students opinions in class matters</td>
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</tr>
<tr>
<td>Teachers are respected by the students</td>
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<td></td>
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<tr>
<td>Students discuss the lesson in groups in the class</td>
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</tbody>
</table>

7. Do you agree or disagree that students

<table>
<thead>
<tr>
<th>Know what makes it difficult for them to learn</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know what can make their learning interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know how students and teachers can relate better</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know what teachers can do to make them learn better</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know why students engage in exam malpractice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can inform teachers on ways to prevent exam malpractice</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Can research in groups on why students engage in exam malpractice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And teachers can work together to prevent exam malpractice</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Want their opinions on school matters known by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. 

<table>
<thead>
<tr>
<th><strong>Do you agree or disagree that where teachers and students hold discussions on learning, it can</strong></th>
<th><strong>strongly agree</strong></th>
<th><strong>agree</strong></th>
<th><strong>disagree</strong></th>
<th><strong>strongly disagree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve students’ learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve the prevention of exam malpractice</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Improve teacher-student relationship</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

(B) Exam cheating and its control

9. Have you seen a student engage in exam malpractice  yes No

10. **If yes**, about how many times in one academic year  ------------------------

11. What did you do?-------------------------------------------------------------------------------------------------------------------

12. Students learning will improve: (TICK ONE)

   Where students and teachers discuss students’ problems
   Where students are allowed to choose what they want to learn
   Where students feel free to share their views in the class

13. Do you have exam rules in your school? Yes No

14. **If yes**, how does the school communicate exam rules to the students?

   a.-------------------------------------------------------------------------------------
   b.-------------------------------------------------------------------------------------
   c.-------------------------------------------------------------------------------------
15.  

<table>
<thead>
<tr>
<th>Do you agree or disagree that in your school</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam malpractice is frequent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teachers are not aware of rules on exam malpractice</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Exam malpractice is not taken seriously by some teachers</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teachers handle exam malpractice individually</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students report exam offenders to the teachers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exam malpractice will be prevented where all teachers enforce exam rules</td>
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<td>Exam malpractice will reduce where students participate in its prevention</td>
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<td>Exam malpractice will reduce where students and teachers discuss its consequences</td>
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16. Schools can best prevent exam malpractice by (TICK ONE)  

- Getting students involved in the control of cheating
- Making sure that students learn well
- Increasing punishments for malpractice
- Making students understand exam rules
- Teaching moral education more in the school

17. Why do students engage in examination malpractice?

1) .......................................................... 
2) .......................................................... 
3) ..........................................................
4) ..........................................................
5) ..........................................................

18. How are students who engaged in exam malpractice punished in your school?

a. ..........................................................
b. ..........................................................
19. **Do you agree or disagree that exam cheating will reduce where teachers**

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<th>strongly agree</th>
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<td>Are fair in marking exams</td>
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<td>Appeal to students consciences not to engage in exam malpractice</td>
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<td>Threaten students that exam offenders will be caught and punished</td>
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<td>Punish exam offenders severely</td>
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20. **Do you agree or disagree that where students**

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<td>Are convinced that the prevention of exam malpractice is their responsibility, they will accept it</td>
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<td>Participate in the prevention of exam malpractice, they will report other students who engage in it</td>
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<td>Participate in making exam rules, students will support the rules</td>
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<td>Participate in classroom decisions, students will be interested in the class</td>
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<td>Share their problems with teachers, poor performing students will improve</td>
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<td>Discuss with teachers about their learning, students will have better study skills</td>
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<td>Discuss exams with teachers, pressure during exams will decrease</td>
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<td>Are convinced that exam malpractice of their classmate affects them, they will report those who engage in it</td>
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<td>Share views with their teachers on learning, teachers will understand students' needs</td>
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<tr>
<td>Discuss exam malpractice with their teachers, they will be convinced not to engage in it</td>
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<tr>
<td>Participate in the prevention of exam malpractice, they will confront students who engage in it</td>
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Appendix 3: *Vignette given to students to serve as prompt*

**Conversation on schooling between three students**

Collins, Patrick and Rita are students and they met in Rita’s compound to collect her for private lessons. They were preparing for exit examinations.

Patrick said; I am getting tired of attending these lessons.

Why? Rita asked.

Are you not tired, Rita? Patrick asked. Why can’t we learn this stuff in our schools? I wished I could share my views with the school authorities about our school.

Collins said; a man came to our school yesterday and talked about forming a student council.

What is the student council for? Patrick asked.

The man said that it should be composed of students and teachers, Collins answered. They will work for the welfare of students.

Rita (laughs), em, em, they will have many problems to solve then, many, many problems.

We have problems in my school too, Collins said; one of them is exam malpractice.

That is the problem I have with one boy in our school now, Patrick said. Do you know Andrew from Amakom village? He was sitting close to Rita in Maths test; Rita could not answer some questions and she signalled to Andrew for help but he ignored her. I approached Andrew later and told him that it was unfair to do that to Rita.

That would have been exam malpractice, Collins said. It is not good to help people cheat in exams. I am a Christian. But does Rita put in enough effort in maths? These days, girls are the boss in exam malpractice.

Oh! Don’t say that Collins, Patrick replied, Rita makes effort, even if she cheats, does it concern anybody? Is exam malpractice an offence?

Let me tell you Collins, Rita said, I know I haven’t made enough effort but the teacher is the cause. I don’t want to bother myself with that subject; he is not like our history teacher.

(*Patrick intrudes*). What is the difference between the two teachers then? Why are you happy with one and not the other?
Collins said; if you notice these differences among the teachers, why should you keep quiet; form the student council and tell them these problems.

Patrick asked; is it a good idea to have a student council?

Eddy was caught the other day for exam malpractice, Collins said. That boy knows every method of cheating.

Do not condemn the boy, Rita said. Everybody blame us for exam malpractice but nobody blames the authorities.

But can exam malpractice be prevented in our schools, Collins asked? (looks at his watch). O! It is time; we discuss latter. Let’s go.

Appendix 4

Interview transcript examples of skills students want in their teachers

- Another problem we are having is with our teachers. Government came and transferred most of our teachers, even most of our best teachers. As they have just transferred them, they didn’t care to bring us more, to bring the best like the ones that left. Like our chemistry teacher, he was a great teacher. Now that he has just left, they did not even boarder to bring another good one to us; another one that will best suit us like the one we are missing so that it will balance. But they just removed him, the SSS3 boys are mourning. They will mourn and mourn because their major source of learning has just departed from them so it is a major problem with us.

- As a teacher who teaches chemistry, the man is always early to schools (please underline the words always early). He comes to school early even before I myself; because as of then we were in SSS2, I used to come to school at least 7:15am, but before I could reach school, he is already in the school. But other teachers, they will relax until 7:30am and they will be coming.

- He never misses his class, not even for a period, there has never been a day, if you go to the time table and you see chemistry, and you come to the class, if you look for him, he is there, he always attends class, not even a period. No matter the circumstances, even if he is engaged
with the marking of scripts or doing any other assignment, he must be in the class which most of our teachers don’t even adhere to.

- Whenever he is teaching, he is very fluent in speech; he does not mix languages like English and Igbo. He uses English language as a medium for teaching. He uses terminologies that are applied to chemistry while teaching.

- The one thing that often baffles me; he does not take any note or textbook to the class. Most of our teachers, when they want to teach, they will bring textbooks to the class, they will open them up, they will be reading things and explaining some of them. Sometimes, they will take note to the class; they will be reading from it and be explaining but this man, he does not even take books or Ababio to class. He has the charisma. He will just take chalk and write the substance of study on the board, he will write the chemical properties and explain them. After teaching you, go to the textbook, you will just see that all the points in the textbook were taught in the class. Everything in the textbook is exactly the same thing he taught you in the class.

- I like teachers that teach with vision. When the man is teaching, you see that he knows it and is sure of what he is teaching.

- He teaches with what I call command: I mean that he does not teach as a person that got his knowledge from reading textbooks alone but he teaches you as though he developed the thing himself. Other teachers will just teach you what they read from textbooks. He teaches you so that you get a vivid description of the substance. He teaches in a way that you find it difficult to forget it. Everything is so vivid and clear that you don’t even need to read for you to go to an exam and write exactly what you are supposed to do.

- Whenever you are confused about a particular topic that he has taught in the class, you can feel free to meet him at your convenience for more clarifications. Feel free to meet him if you didn’t understand anything that he taught you. Most of our teachers, when you don’t understand anything in the class, and you raise up your hand to ask question or meet them later on, they will chase you away simply because they are not sure of what they are teaching because they read from textbook. If you meet them for further clarifications, they will just chase you away. How can a student who did not understand particular topics go to the exam and you expect the student to have
holier than thou attitude, nobody wants to fail and fail-out. I don’t blame them because you don’t expect somebody that didn’t understand something to get that from the heavens so that he will pass.

- Even if the teacher is walking on the road and you approach him for help, he will start to explain the topic. He is very sure of what he is teaching and there is likeness and affinity we have with such teacher because of the way he teaches. He makes you develop respect for him.

- His assignment is not just an ordinary assignment like other teachers but his is a way to make you to research. His assignment opens your eyes, it makes you to open textbooks to research and get things you would not have gotten through ordinary reading. When he gave the assignment, all of us went into research; the most brilliant and even those who were not doing well in the class. The assignment of that man, I so much like it because whenever he gives assignment, it is another avenue for you to go into research and to discover the answer.

- Despite the fact that the subject he was teaching is relatively hard; that is chemistry, at times you see something you can’t even understand. When I was in SS1, I found it hard to understand chemistry until we came to SS2 when the mantle of teaching was given to him. He encouraged us to try hard, he assured us that we will not fail and he tried to explain things well especially equations. There is something he told us that I will not forget: he told us that when we are given anything in chemistry that involved equations, that we first present the equations before explaining it in English. He encouraged us that chemistry is easy, that we should study hard.

- His lesson notes are very concise and easy to understand. One can hardly fail an exam after reading his notes. His notes are not too big or too small but when you read the note, even if you are dull in the class, when you get to the note, after reading it, you will get A – Z on the topic, with proper description.

- One of the highest things that contributed to his greatness is that he organizes extra lesson, on certain days at his own expense. He didn’t demand for pay at all. No other teacher has been able to do this. That is what made him outstanding to the rest of the teachers we have. He suffered himself to make sure that we understand what we were being taught.

- I must confess that my love for chemistry and my likeness for chemistry as a subject came to be immediately he was given the mantle to teach us. He is a great teacher beyond doubt.
You know that there will be Judas in every 12. If there were many about 50 students that were formally engaging in examination malpractice before he started teaching us, but when he started teaching us, I don’t think they were up to 10 and those 10 were lazy students that don’t read their books, they will be playing and wasting their time, when it is time for exam, it will not be possible for them to pass on their own. Students were very confident in themselves when he was teaching us chemistry.

He allowed us to discuss in the lesson and it really really helped us. Like when we were to study water (H2O). He will ask us the definition of water, the characteristics. He will be asking and asking questions till he finds out that our knowledge about the topic has reached the end, he will now add his own. He makes the class a discussion class but not a noisy class. If you have any problem, you are free to meet him anywhere, he will teach you.

The teacher is very cute, he is not easily provoked, a nice looking young man. At times he will be teaching in the class and because chemistry is a bit hard subject, you may feel bored, hungry, he will raise something that will amuse you, we will just laugh for say 30 seconds, and then he goes back to the teaching. It is essential when you are teaching, just make students laugh a little and then go back to your teaching.

When some students fail in exam, he will write it in their report card; he will encourage them to read more. The last thing he will do is to receive bribe, he is a religious man, and he will never try that at all. He will try his own best to make sure that you understand the subject but if you fail the second time, it is your fault. He will pay more attention to you, to make sure you understand the subject. He will help you to determine your talent, maybe you are not science inclined, maybe you are art. He will not promote you unnecessarily, that is one thing he will not do, he will promote you depending on your effort.

If people are making noise in the class or missing classes; there is a way he does things. Some of us in SSS3 make noise because, they feel they are about to leave school; he will say no noise. He does not come to the class with cane like other teachers but sometimes he comes with cane. If students continue to make noise, he will use the cane but will not flog you at random; he will flog you as a father corrects his child. At that level, he will tell you that if you continue making noise, you will leave the class. That does not make him to hate you or to fail you in the subject. Students developed likeness for this teacher because of how he was teaching and his code of conduct.
Appendix 5

Students’ interview transcript examples

Why do students engage in exam malpractice?

- Because some students are lazy. Some don’t understand teachers, what is being taught in the class.

- They have no time for revision before entering the examination hall

- Some spend their time partying

- Some cheat to pass the examination.

- Some read while in the examination hall they forget what they have read.

- It is also being caused by the teachers. By not giving the students guidelines.

- Some students cheat because they are not disciplined enough concerning that cheating. most of the students, may be during the time they are in junior classes they will be practicing the cheating and when they come to the senior classes they will also be doing the same thing because they are not disciplined enough to avoid it. They think that is the right thing.

- The primary reason why students cheat is due to fear of failing. Maybe their parents will be threatening to do this or that when they fail. And having wasted their time, the only alternative for them is to cheat in examination.

- Parents threaten students: sometimes they will tell you that they will disown you, something like that, that they will not pay your school fees and they will be comparing you with other students as blockheads and you feel neglected, that some of you don’t have the brain to grab anything. So the only alternative they have is to copy and bring it to the examination hall.
- I can say that one of the reasons why students cheat is because there is no set aside rules and regulations that is governing a particular school or class in examination.

- Some students cheat also because of encouragement from their classmates. There are some students that don’t accommodate, that if you are cheating beside them they will just tell the teacher. Because, if they tell the teacher, the other person sitting beside him, will not have the chance to cheat and may stop it.

- students cheat because they don’t have self confidence in themselves, they don’t read ahead of their teachers or are not interested in everything that is being taught.

- some time they fail to read while some of their teachers fail to teach very well because education doesn’t seems to be what it is. The students believe that the teacher doesn’t have time for them and the teacher doesn’t teach well, so this cheating during exam help them pass their exams.

- because they are not well taught and most of the school lack basic facilities and good qualified teacher, also the students don’t read well.

**Do you have any written rules on exam malpractice?**
- There is no written rules

**What methods do students use in exam malpractice?**
- Some students use hand-out.
- Some pay the teachers to supply answers to them in external exams
- Some use key points
- Some write on their laps in order to pass not knowing that they must make effort before success.
- Some book their neighbours to help them in examination and this makes them not to read their books

**How do teachers Communicate exam rules to students?**
- We don’t have exam rules as in booklets but oral rules
- We are asked by teachers during exams to go into exam hall with only writing materials.
- They communicate exam rule in the assembly during exams.
They ask us to go with our writing materials like pen, marsets, and razors and that no one should go to exam hall with forged materials.
- They ask us to lock our lockers.
- They communicate orally and sometimes, it is written on the question paper. Our teachers ask us not to cheat during exams.

**How are students punished for exam malpractice?**

- If you are caught, they will take your question paper and that is the end of the exam for the person.
- Some teachers will tear the exam answer scripts of the cheater.
- In my school when you are caught they will send you away for some minutes and latter you come in.
- Sometime in my school, teachers subtract marks from the cheater. The cheater can be flogged or told to cut grass. The teacher can send the person to the principal if she likes. Before they give you all these punishment, the exam will be over because you will not take it again.

**Where students receive good teaching from their teachers will they be engaging in exam malpractice?**

- if a teachers inculcate good characters into the students and the teachers are disciplined, there will be no need for exam malpractice.
- there be because many student don’t believe in learning or reading their books, so in exam they have no choice than to cheat.
- I think they will engage because not all people are willing to learn but most are willing to pass

**Why do some students leave their schools and go to private centres to take their exams?**

- because they believe there, they will pass all their exam in one sitting
- because they do not want to stress themselves and they felt that short cut is the best way to succeed
- to make their papers once and for all without any struggle
If these students are taught well in their schools, will they be going to private centres

- some will still go because they believe in short cut
- for some student whether they are taught well or not they will be going to private centres in other to get a good result
- they number of student that would go to private centre will be greatly reduced

Can students help in preventing exam malpractice?

- Yes, if any of your classmates or students in your class is cheating and another student sees you, the person will go and report you to the principal. The principal will give the person N200 for reporting the cheater. Then they will punish the other person that is caught.

- Yes, when exams are going on and students notice unfamiliar movement, some students call the attention of the supervisor. Some cheaters know that the person reported them.
- They should highlight on the importance of reading.

Can student committee help in the control of exam malpractice?

- Yes, some classes in my school, have class representation who always take our problems to the members of the committee, like the problem of not understanding the teachers, so when it is discussed, they will know how to help us, if they will change the teacher.

- No because some students would like to pass without reading their books, they wouldn’t like to make report on another student, because they know that when they make such reports, that may be, later in the school or may be any time the reporter may make mistake of doing that thing. The person he or she reported will go and report him or her.

- Yes, by reporting those who cheat in exam.
- Students parliament and teacher can join together to bring out strict punishment in order to prevent the cheating
- Students’ parliament can work hand-in-hand with teachers to observe students who normally cheat during exam in order to send them out of the school or to give them punishment.
- In our school if you have any problem with any teacher or any student, you are to consult the senior prefect or any other prefect and the prefect will call meeting of other school functionaries. They will look into the problem. Or letter the school heads will take the matter to the vice-principal or student disciplinary committee, then letter on they will solve the problem. All the teachers involved in the student disciplinary committee will solve the problem. Then in terms of taking lessons in our school, we have a teacher whose is responsible for daily study. The teacher will make sure that all the students are taking their lesson at the appropriate time. The teacher will go to all classes to cheek for teachers who are not attending lesson. The teacher makes sure that every student is studying. But the only area student have problem with teacher is when it comes to WAEC.

*Where students have the opportunity to discuss their learning problems with teachers, will exam cheating reduce?*

- cheating will reduce because students will clear their problems before exam.
- yes, it will reduce drastically because of group discussion.
- I think if student will be given such opportunity, it will reduce but the problem is that the whole system has corrupted. Students need way of making good grade.
- yes, the teacher will know the problems of the students and provide the teaching method that will be suitable for them.

*Why do students go to private centres?*

- Some private centres make it more than public schools. So it makes student when they reach SSS3, 1st term or 2nd term, they will start to leave the school because they want to make their results. So that makes the population of SSS3 students in the public schools to decrease.

- But we could not solve the problem because the problem was not from teachers it is from the student because they feel that when you stay in your school and the write the exam you would fail it.

- Before according to people who have attended private exam centre, the principal of private school go to WACE office and deposit some money so that they will mark their exam properly. And the day they will take the exam they will give the supervisors some money and some drinks so that they will not disturb the students in the hall. So that why they pass exam more than government schools.
- The reason is that after studying, or after everything they will fail their exam. And when they fail their exam that means the authorities in charge of the school did not perform their work well.

- From the opinion of those that have gone there they said that they paid a huge amount of money. Before you register for external exam in your school, you pay small amount of money but there at the special centres, they use to pay a huge amount of money so that the mercenaries will help them. Some will refuse to pay at the special centre but their results will not be good because they will not pay those people that will help them to make their results.

Can students help to improve teaching and leaning in the school?

- I am a member of old parliament, we can help our students, we have to take their problems to the committee and after taking the problems, we have to bring something back that is, what you have from that committee. Then after that you have to pass it to them so they will know what is right and what is wrong. It is your duty as the head of the class you have to caution others when they are doing something wrong.

- A head is somebody who is loyal to the staff and to the students. Because you are loyal to the students, you have to give them advice.
- I can be of help by asking their minds and their problems and after giving them advice where possible I can take it to the principal or the teacher concerned.

- I can help them by giving them something to do when we have free period. Some students hate some teachers because they find their subjects difficult. I can help them to develop spirit of reading that subject. In the class, there will be students that know the subject very well, we will try to go near and have good relationship with that person so that during free period the person can come out and teach it because we can’t rely only on what the teacher has taught.

- There are teachers that are lazy in teaching, when the form teacher comes to the class to ask our view about the teacher because some teachers have formed the habit of not coming to class. So it is left for you to report the teacher. So when the form teacher comes to us we tell him or her about what is good or bad about our teachers.
Sometimes we tell her what we do not like about a teacher and that we
do not want her to teach us again. Sometimes we will not even allow
her to come to our class. Like when she comes to the class we will not
give her attention. We try to make her know that we do not like her
teaching. Sometimes she would come in person because when you do
such a thing to the teacher, if she is interested in teaching she would
like to know why you did what you did.

Whenever the form teacher comes to our class we try to tell her that
some teachers are doing that we like and what some are doing that we
do not like. May be the style of teaching of a teacher that we don’t like,
that we do understand what she is teaching, that we would like to
follow this direction and we always understand it in that way.

In our school each term we have teachers and student’s forum, each
student says what he or she doesn’t like being done in the school.
Teachers also say what students usually do that they do not like. We
will discuss it with the principal and proprietor of the school. Then they
give solution to it. If the teacher is lazy, the proprietor will remove the
teacher or if any student disobeyed or did something wrong, the
student is punished.

In my school we normally have teachers reward in each class. So
every Friday teacher academy will come to collect the list of teacher
attendance, they will know who did or who did not attend classes.
Latter on they will solve the problem with the principal. Then the
teacher will start doing well.

When we are in JSII our physics master was attending class but
instead of teaching he would start joking with students, then latter on
we started reporting it for the principal. Some students do not know the
names of the teachers that is teaching them and area of subjects. So
we started collecting the names of teachers and their subjects so when
the teacher is not performing well, the principal or the teacher in
change of the area will ask you who is not doing well in your class. You
work on the names and mention the name of the teacher.

With regard to our mathematics teacher the way he taught us we didn’t
understand the topic really. So latter we informed the principal and
academic staff. They removed that teacher. Then they gave us new
teacher and she is improving, after having meeting with our form
teacher, we normally do it every Thursday, after moral instruction, then
we have a meeting with our form teacher. That makes us to explain ourselves to her.

- When our form teacher asks us the problems we are having, some teachers are not coming on time. May be before they will be in the class, there time is almost up. For them to finish what they have for the day, another teacher will come. Next time, they will not continue where they stopped but started another topic. That makes it difficult for us to understand it. Some student may not be able to understand the two topics. Therefore, we tell the form teacher that teachers do not come on time for lesson; they sit in the staff room with other teachers. We tell the form teachers that we couldn't understand them in the class.

- Sometimes, when teachers are in the class, they will be writing on the board, they will not be audible enough so that students will hear them. As in that case, when we tell the teacher that we do not understand him, he will tell us that it was our own cup of tea, that all he knows is that when it is time of payment of salaries, that he will be paid, that it is our own business. When our form teacher comes in, we tell her this is what the teacher said.

- Students can report the teacher to the principal and the principal can summon the teacher and explain to him or her the weak points and the teacher is to comply

- Some correct their mistakes, some continue that way. Like in my school now, what is happening now, the teacher will give you note only to copy it without explaining it or he will use textbook to come into the class, if you ask him question, he will tell you something like: is this small thing you can't understand, this is assignment number one, go and find it out. After writing the assignment, he will mark the assignment and give you mark without teaching it. We told our form teacher about it and they are looking into it now.

- In our school now a teacher may come to the class and write a test on the board. In the class, after writing the test, she will share the scripts to us to mark. A student may collect their friends or neighbours own and correct the things she fail on the script and mark them as correct for her. After everything, the person who wrote well will get lesser marks than the other person who was helped by a friend. Some people even when the scripts are being distributed may get their own and
mark them. So when the form teacher came in a student reported it to the form teacher and she said she knew what she was going to do.

- Students can consult fellow students where they are supported by teachers and principal to solve student problems.

- In our school, school functionaries usually do that. And after the school functionaries have discussed with students, knowing their problem then they have a meeting. After the meeting, the vice principal and the school functionaries will have a meeting and fix the problem out.

- In our JSI we had the problem of bullying; the senior student will collect money from junior students without any reason. They will give them N5 naira to buy thing for them and ask them to bring change of N5 naira. As the problem continued in JSII we tried to correct the problem. In JSIII the schools was separated, junior ones one side senior ones the other side. We said that we had to correct those things now. Through school functionaries we stopped it that term. In our senior secondary we noticed the problem again and the school functionaries reported to it to the vice principal. They looked into it and ordered that it be stopped.

Can students report other students on exam malpractice?

- When we are writing our exam and I see you cheating, I will report you. That makes one to be honest but many people will hate you for it, for doing that. Students can report, but when you see that your effort is not improving more, you can decide to leave them and the problem will continue. But if you really want to help the situation you have to report them. You have to consult other functionaries as to form a team.

- Students can’t stop exam malpractice because in some schools teacher encourage students to do it. Some principal bribe supervisor so that the supervisor will leave them to do what they liked in the hall.
Appendix 6

Heads of school interview transcript examples

Why do students engage in exam malpractice?

- A lot of factors are responsible for the cheating. {1} social situation: the situation in the society. You find out that Nigerian society, corruption starts from the presidency to the least person in the society. So the students watch what happens. To achieve political leadership, the leaders involve themselves in every amount of crime, they take underaged students to go and vote for them, claiming that they are of age. So students see all these things and see that the easiest way to make it is through cheating. And even the politicians, those that did not go to school even, they go and buy people to take the exams for them. And these students see the things that happen. So somewhere along the line they decided themselves to follow suit, to imitate the older generation.

- And again, you have the poor methods of teaching. The students are not adequately prepared for the exams. One is that some of the teachers are the product of exam malpractice so they can’t teach what they don’t have. So they aid these students also to pass through the way they passed, that is malpractice.

- There are no facilities in the schools to teach these students properly. Even the modern methods of teaching techniques are not available to the teachers. Even where they are available, the school can’t make use of them. For instance I give this school as an example, we have been provided with personal computers; 100 pieces by the technology support centre Abuja, but we can’t put these things in use. We stored them somewhere due to security reasons. If you keep them in the school here, they will be stolen over night. We have no generators to supply the energy required to put them into use. Then we were given those computers without the personnel to teach the students how to
use these computers. Even in the school here, none of the teachers here, even myself as a principal is computer literate. Unless we are provided with experts in the system and we assured of security we can’t put them into use.

- So in effect everybody, even the parents of these children are involved in the malpractice because they provide the money, they fund this malpractice, they encourage their students even to go to special centre which we call magic centres in the country here: where students’ register and have the exam taken for them by hired hands. And that is why our students, after bringing them up, up to SSS2 in SSS3 you see them running away to these magic centres. If you take my school as an example, I promoted 50 students to SSS3 but now I have less than 20 remaining. The others have carried their lockers and packed out of school to these magic centres.

**What of last year?**

- Last year the same thing happened but I managed to get the minimum of 25 candidates that WAEC needed. I promoted 45 from SSS2 to SSS3 and in the end I couldn’t get up to 10, so I had to take people anywhere to make up the minimum of 25 candidates required for the exam to be taken here without paying penalty. And in 2007 I paid a penalty of N50, 000 in order to have the exam taken here because I had only 17 candidates less than the minimum of 25 candidates so in 2007 I paid a penalty of N50, 000 to have the exam taken in the school because the students ran away to these magic centres. I paid to WAEC because if you want the exam to be taken in your school and you do not have the minimum number, you pay the N50, 000 or you get affiliated to another centre.

- And even the government does not help matters, people from the ministry of education will come in the name of fighting the exam malpractice, in the magic centres, there they collect money, from the proprietors and allow the students to continue with what they are doing.
Even WAEC the exam body WAEC, is involved in the malpractice, they encourage it because they also go to the centres to collect money from these candidates and allow them to cheat.

So the problem of exam malpractice is Nigerian problem, it permits every facet of our society. What do you have in our higher institutions: the same thing. Some students do not attend lectures, they don’t take exam in the higher institutions, at the end of the day, they have to sort, to sort things out with the lecturers, they give money and they are awarded high grades either when they fail the courses or they don’t take the course at all. They pay money. The malpractice issue is unacceptably high in this country

What methods do students use in exam malpractice?

Exam malpractice takes various forms. You have cases where students bring in text books, note books, and everything and are allowed by their supervisor because they have been brought over to use them in the exam hall. You can pay money and hired person will write it for you and bring it into the exam hall for you to submit. A method where prepared materials could be sent into the exam hall for you to copy into your script and submit. We have cases where something like objective questions are solved and then dictated to the student to shade. We have cases where candidates copy from their colleagues in the exam hall. We have the cases of impersonation. A candidate will register for the exam and another person will come to the exam hall to write for the candidate.

Do all students engage in exam malpractice?

It depends on the centre, in certain centres, it is sort of organized especially this so called magic centres. The candidates go there for the purpose of passing through this malpractice. But in some schools especially the public schools the principals and teachers there are not prepared to stake their job. So they decide to fight the malpractice and insist that candidates take the exam according to the rules and regulations. In such cases, exam malpractice may take the form of
collusion among the students. May be student who is short of what to
write may ask the next candidates to provide the solution to the
problem.

- But the malpractice is still there but not to the level obtainable in the
magic centres. Magic centres have higher level of cheating.

*Do some students not involve in exam malpractice in public schools?*

- You know we have individual differences and levels of intelligence.
Intelligent ones and hard working ones don’t normally cheat. They get
themselves well prepared for the examination. And again some schools
are more equipped than others in terms of staffing and providing the
learning materials or the teaching materials. Some schools are well
staffed, well equipped, like most schools you have in urban areas like
XXX and so on. There at times the old students come to the aid of the
school in setting of structures and providing certain things. So some
schools are more staffed and equipped, there teacher work hard to
produce good results and intelligent ones among them cooperate and
make it themselves instead of cheating. This exam malpractice is
mostly as a result of student not having trust in themselves when they
are not well prepared, they wouldn’t be confident that they are passing
the exams so they go into cheating.

*Do you have written exam rules?*

- Yes, we have what we call ethics pamphlet. Which are normally given
to the students. Even the exam ethics business started from the federal
government and went down to the state and the secondary schools
have these exam ethics pamphlets. There you have the do(s) and don’t
(s) concerning examination.

*So each student has a copy?*

- Many of them but for now, none was provided last year and we have
not got any this time. For past years they have these packages. The
thing is that, as I said earlier the society at large has not yet improved
as far copying excesses.
- Even the law enforcement agencies are involved in it. If you ask police men to go to the exam centres to ensure that student behave properly. They go there; they take money also, so even the security agents are not out of the issue.

You said that exam ethics does not work effectively, why?

- The problem is not in the schools. Of course you have, even where you have exam ethics and student are asked not to cheat, but when the student are not well prepared because the teachers are not there, the facilities are not there, so the students are not well prepared for the exam, the only alternative open to them is to cheat because they know they have nothing to provide. So inspite of the exam ethics business and the others, students are still not well prepared. Even in my school here, as of the beginning of last section, I had here out of the 14 subject we offer in WAEC, 8 of them have no teachers. I have no teacher in 8 out of 14 subjects here. That will give you a picture of the situation we are in.

What did you do on this lack of teachers?

- I met the zonal office of the State Education Nnewi and complained in writing indicating the subject I don’t have teachers in. They told me that the problem is state-wide, even the governor knows that there are no teachers in the school. But there is a sort of embargo on employment by the state government. So for many years no teachers have been employed and even the head quarters of the state education commission has been pestering the governor that there is a great need for teachers to be employed, not only teachers other mercenary staff are needed. But the governor has his own opinion about providing teachers.

Did the coppers study the subjects they taught?

- No, most of the coopers never did teaching subject. They never did anything concerning education. For years now we haven’t seen a cooper that did education. They just come here to help in any capacity they can. And whatever they have to offer is better than having nothing
at all. So at times we have somebody helping in area he never specialized.

*How does the school communicate exam malpractice to students?*

- Well what we do is that we at times during the moral instruction period student are taught according to their classes. Teachers are appointed to go and lecture them on that based on the content of the exam ethics booklet. So we attach teachers to the various classes to go and get students drilled on the consequences of exam malpractice.

*What is your view about student parliament?*

- No we don’t have that. They have been emphasizing that especially this new education reformed program that wars initiated in the year 2004: Nigerian as country need to meet the millennium development goals involved in reforming education. There modern techniques in the teaching and learning process has been advocated, teacher and principal have been having workshops, where these things were presented to them on how to not only involve the students but also involve the teachers in the planning and execution of everything that concerns them.

*Can students committee be involved in the prevention of exam malpractice?*

- It will help to a great extent but you can’t wipe out the exam malpractie completely. It has been there since formal education in this country. You can still get backward student who will peep into others scripts to copy. But in terms of minimizing that, it will be greatly reduced.

*Where students know the consequences of cheating- can they report peer.*

- From observation here, students don’t normally report anybody, any of their colleagues. It appears they have a sort of understanding among themselves, that even when a student brings out note book in the exam hall, the others do not report.

*Where students are involved in the prevention of exam malpractice, will they report offenders?*

- Where students are involved, some will report, a good number of them will report. If they really understand what is involved and they accept
what is being planned they will be in a position to report cases of exam malpractice to an extent of course.

*Can the committee mediate between teachers and students?*

- Yes they will do a lot there, in that direction.

*To what extent do you consult students in this school?*

- Well, I will say to a great extent. In the areas of, may be maintain discipline. In areas of actual teaching and learning in their classes. The principal occasionally goes into the classes, monitor the teaching and learning there, watches the teachers teach and of course, how students respond. He tries to give some helping hand; even at a time I had to go in and help in some of the subjects. There was a time I was helping in the teaching of physics, sometimes I help in the teaching of literature in English. So the teachers are well monitored, and the students, we try as much as possible to encourage them to cooperate with teachers in the teaching that is going on.

*What extent is the respect between teachers and students?*

- The level of respect is appreciable though you know we may have some unfavourable situation here and there. But on the average I will say that the students are respectful.