Examination Malpractice as Determinant for Poor Academic Performance of Students in Agricultural science in Ife Central Local Government, Osun State[1]

Oloidi Festus Femi[2]

Abstract

This paper investigates examination malpractice as one of the determinants of poor performance in agricultural science among students in secondary schools in Ile – Ife. This will help in identifying the major factors responsible for this, and how to improve the students' performance in agricultural science so as to build students in developing more interest in the subject for better agricultural productivity at all levels. The descriptive research survey type was used. The population is made of all senior secondary school students offering agricultural science and agricultural science teachers of selected schools in Ife central local government. Two hundred secondary school students were selected. Fourty students were randomly selected from each of the five schools from the local government. Also, two agricultural science teachers were selected each from the five schools in the local government. Data were analyzed using frequency counts and percentages. Findings revealed that there were examination malpractices among students in Agricultural science. Poor performance of students in agricultural science as a result of examination malpractice reduces the interest of young secondary school leavers especially youths in the area of agriculture.

Key words: examination malpractice, students, poor performance, agricultural science, ife central

Ife Merkezi Yerel Yönetimi, Osun Eyaletinde Tarım Bilimleri Alanındaki Öğrencilerin Düşük Akademik Performansının Belirleyicisi Olarak Sınav Suiistimalleri

Özet

Bu çalışma, Ile - Ife'deki ortaokul öğrencileri arasında tarım bilimlerindeki düşük performansın belirleyicilerinden biri olarak sınav hatalarını araştırmaktadır. Bu, bundan sorumlu başlıca faktörlerin belirlenmesine ve öğrencilerin tarım bilimindeki performanslarının nasıl geliştirileceğine yardımcı olacak, böylece öğrencilerin her düzeyde daha iyi tarımsal verimlilik için konuya daha fazla ilgi duymalarını sağlayacaktır. Tanımlayıcı araştırma anket türü kullanılmıştır. Evren, Ife merkezi yerel yönetiminde seçilen okulların tarım bilimi ve tarım bilimi öğretmenleri sunan tüm son sınıf ortaokul öğrencilerinden oluşmaktadır. İki yüz ortaokul öğrencisi seçilmiştir. Yerel yönetimdeki beş okulun her birinden rastgele kırk öğrenci seçilmiştir. Ayrıca, yerel yönetimdeki beş okuldan ikişer tarım bilimi öğretmeni seçilmiştir. Veriler frekans sayıları ve yüzdeler kullanılarak analiz edilmiştir. Bulgular, tarım bilimleri öğrencileri arasında sınavlarda usulsüzlük yapıldığını ortaya koymuştur. Sınav hatalarının bir sonucu olarak öğrencilerin tarım bilimlerindeki düşük performansı, ortaokuldan ayrılan gençlerin, özellikle de gençlerin tarım alanına olan ilgisini azaltmaktadır.

Anahtar kelimeler: sınav suiistimali, öğrenciler, düşük performans, tarım bilimi, ife merkezi

Introduction

The alarming rate of the incidence in examination malpractice in this country calls for urgent attention of all well meaning and patriotic citizens. It has become so widespread that there is virtually no examination anywhere at all levels and even outside the formal school system that there is no one forms of sharp practice or the other. The occurrences in some years made Olayinka (1996), Animasahun (2000, 2002) and Omoegun (2003) concluded that quality of Nigerian education seems to be highly questionable judging from the alarming increase in the wave and accelerated dimensions of examination malpractices being witnessed at the educational level, thus posing a serious threat to the credibility of the certificates being issued to the scholars.

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[2] Dr., Ekiti State University, Ado Ekiti, Ile Ife centre, Nigeria, oloidifemi118@yahoo.com

Different authors have defined examination malpractice, for instance Oyekan (1996) sees examination malpractice as deliberate act of indiscipline adopted by students or their privileged accomplices to ensure facile success. Ojerinde (2001) defined it as dishonest act that lead to the invalidation of examination results, cancellation of results, punishing of candidates, loss of dignity for offenders, imprisonment of offenders and host of other penalties. One of the policies from the educational standpoint is the inclusion of Agricultural science as a vocational subject at the secondary school level (FRN, 2004). This will enable interested students to acquire practical agricultural skills that would make them self reliant in future as well as boosting food productivity in Nigeria. Poor performance of students in Agricultural science implies that a majority of them will not be able to take courses in agriculture in the higher institutions of learning.

Researchers in Agricultural science education have been conducting a series of research to ascertain the causes of poor performance in the subject and proffer solutions to these challenges. Usman and Memeh (2007) stated students' background, students' negative attitude towards Agriculture, poor teaching techniques among others as causes of poor performance in the subject. Olutosin et al. (2017) reported that the major challenges confronting effective teaching and learning of Agricultural science in public schools are inadequate farmlands for practical lessons, inadequate funds to manage practical – oriented Agricultural science, the inability of students to regularly practice on farms and use of traditional methods of teaching.

However, we examined factors responsible for examination malpractice as a major tool for poor academic performance in Agricultural science among senior secondary school students in Ife central local government.

Statement of the problem

The study was designed to investigate examination malpractice as determinant for poor academic performance of students in Agricultural science.

Research questions

The following research questions were raised

1. Could examination malpractice encourage poor studying habit by students in Agricultural science thereby leading to poor performance?
2. Could examination malpractice encourage poor teaching method by teachers in secondary schools thereby leading to poor performance?
3. Could examination malpractice encourage students to be lazy thereby leading to poor performance in Agricultural science?
4. Could examination malpractice encourage poor class attendance by agricultural science teachers leading to poor performance?
5. Could examination malpractice encourage truancy among students thereby leading to poor performance in Agricultural science?

Research Hypotheses

1. There is no significant difference between examination malpractice and poor studying habits by students in Agricultural science

2. There is no significant difference between examination malpractice and poor teaching method by teachers of Agricultural science
3. There is no significant difference between examination malpractice and laziness of the students
4. There is no significant difference between examination malpractice and Agricultural science teachers attendance in the class
5. There is no significant difference between examination malpractice and students truancy leading to poor performance.

Methodology

The descriptive research of survey type was adopted. Two hundred senior secondary school students were selected from sampled schools. Fourty students were randomly selected from each of the five schools in Ife central local government. Also, two agricultural science teachers were selected from each of the five schools randomly selected from the local government. The instrument for this work is questionnaire, which consists of two sections A and B and of two types. One type for the students and the other type for the teachers. Section A contains personal data of the respondents while section B consists of item to which the respondents were to indicate their opinion by ticking option that corresponds with the answer (i.e. Yes or No).

Data Analysis

Data collected were analyzed and items were considered separately using frequency counts and percentages.

Results and Discussion

Table 1 shows distribution of teachers by gender. It shows that 5 (50%) of the respondent (Agricultural science teachers) were males, 5 (50%) of the teachers were females.

Table 2 shows that 91 (45.5%) of the respondent (students) were males while 109 (54.5%) of the respondent (students) were females.

Table 1: Distribution of teachers by gender

Gender	Number	Percentage (%)
Male	5	50
Female	5	50
Total	10	100

Table 2: Distribution of students by gender

Gender	Number	Percentage (%)
Male	91	45.5
Female	109	54.5
Total	200	100

Table 3: Distribution of students by age

Age	Number	Percentage (%)
10 – 15	128	64
16 – 21	68	34
22 – 27	4	2
28 – 33	-	-

Table 3 shows that 64% of the students were ten to fifteen years, 34% were between sixteen to twenty one years and 2% were between twenty two and twenty seven years.
Hypothesis 1: There is no significant difference between examination malpractice and poor studying habit by students in Agricultural science.

Table 4A: Poor studying habit of students in Agricultural science and examination malpractice
Teachers

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
Students do not read their books regularly	9	90	1	10
Students do not have self time table	9	90	1	10
Students do not go to school library?	4	40	6	60
Do you have school farm in school?	3	30	7	70
Do your students engage in examination malpractice?	8	80	2	20
Do you always have poor results from students who have not been reading?	7	70	3	30

Table 4B: Poor studying habit of students in Agricultural science and examination malpractice
Students

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
I always read my book	95	47.5	105	52.5
Do you have reading time table?	65	32.5	135	67.5
Do you have library in your school?	71	35.5	129	64.5
Do you have text books?	69	35.5	131	65.5
Do you participate in class discussion?	94	47	106	53
Do you have school farm in your school?	97	48.5	103	51.5

In table 4A above, the response of teachers in items shows that 9 of the teachers representing 90% of the total respondents agreed that the students do not read their books regularly, while one of the teachers representing 1% of the teachers disagreed with the statement. Also, 90% of the respondents agreed that students do not have reading time table while only 10% disagreed. It is revealed that 60% of the teachers agreed that students do not go to school library to read as 7 of the teachers representing 70% agreed that there is no school farm. From table 4B, it was revealed that 105 of the students representing

52.5% of the total population of the students do not read their books regularly while 47.5% picked yes. Out of the 200 students, it was revealed that 67.5% of the students do not have reading time table and 129 of the students representing 64.5% of the total population agreed that there is no library in school. Many students disagreed that they have farm in school while only 48.5% of the students agreed that there is school farm.

Hypothesis 2: There is no significant difference between poor teaching methods by teachers and examination malpractice.

Table 5A: Poor teaching methods by Agricultural science teachers and examination malpractice
Teachers

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
Do you have teaching qualification?	8	80	2	20
Do you make use of teaching aids?	2	20	8	80
I give class attendance regularly	2	20	8	80
Do you write lesson notes?	9	90	1	10
Do you give class work?	3	30	7	70
Do you find teaching interesting?	3	30	7	70
Do you have syllabus for your subject?	7	70	3	30
Do you encourage cheating?	6	60	4	40

Table 5B: Poor teaching methods by Agricultural science teachers and examination malpractice
Students

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
Teacher teaches very well in class	60	30	140	70
Teachers makes use of teaching aids	90	45	110	55
Does your teacher make use of laboratory?	110	55	90	45
Does your teacher give class assignment?	78	39	122	61
Teacher marks class work and assignment	72	36	128	64
Do you find your class interesting?	84	42	116	58
Does your teacher gives revision before Examination?	76	38	124	62
I cheat because I do not understand my teacher in class	133	66.5	67	33.5

From table 5A, 8 teachers representing 80% of the respondents (teachers) showed that they are having teaching qualification while 2 teachers representing 20% of the population disagreed with the statement. Three of the teachers representing 20% agreed with the statement while 8 representing 80% of the respondents (teachers) disagreed with the

statement. The table shows that 2 teachers representing 20% gives class assignment regularly while 8 teachers representing 80% do not give class assignment regularly. In the items, 90 teachers representing 90% of the respondents showed that majority of teachers write lesson notes while 1 teacher representing 10% disagreed with the statement. It shows that 30% of the teachers agreed that teaching profession is interesting while 70% disagreed with this statement.

From the table 5B, the response of the students showed that 140 students representing 70% of the population agreed that their teachers do not teaches very well in class while 60 representing 30% of the population disagreed with the statement. The table shows that 90 students representing 45% of the population agreed that their teachers make use of instructional materials while teaching in class while 110 representing 55% of the students disagreed with the statement. It also show that 122 students which represents 61% of the population disagreed with the statement that teacher gives class assignment while 78 students which represent 39% of the students agreed with the statement. The items show that 76 students representing 38% of the students agreed with the statement while 124 students representing 62% disagreed with the statement.

Hypothesis 3: There is no significant difference between examination malpractice in Agricultural science and laziness of students

Table 6A: Laziness of students and examination malpractice in Agricultural science Teachers

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
My students do not read regularly	8	80	2	20
Students do not have text books	8	80	2	20
I help my students to pass during Examination	7	70	3	30
Students do not wait for extra moral class after school hours	7	70	3	30

Table 6B: Laziness of students and examination malpractice in Agricultural science Students

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
Do you like reading?	74	37	126	63
Do you have text books?	56	28	144	72
Do you like people helping you to pass examination?	102	51	98	49
Do you wait for lesson after class work?	73	36.5	127	63.5

Table 6A shows that 8 teachers representing 80% of the teachers agreed that students do not read regularly and do not have text books. Also table 6B shows that 74 students representing 37% agreed they do not like reading. 102 students representing 51% of the students show that they allow people to help them during examination.

Hypothesis 4: There is no significant difference between examination malpractice and teachers attendance in class

Table 7A: Teachers attendance in class and examination malpractice
Teachers

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
Do you have staff room?	9	90	1	10
Do you go to class regularly?	9	90	1	10
I am doing another job apart from teaching	6	60	4	40

Table 7B: Teachers attendance and examination malpractice in Agricultural science
Students

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
Do you have enough Agric science teachers in school?	90	45	110	55
Do your teacher come to class to teach regularly?	90	45	110	55
Do you have enough teachers to invigilate during examination?	87	43.5	113	56.5

In table 7A, 9 teachers representing 90% of the teachers agreed that there are staff rooms in school while only 10% disagreed with this statement. Majority of the teachers go to class regularly while few do not go to class regularly. The results of the table indicated that 6 teachers representing 60% of the total population are doing another job apart from teaching. Table 7B showed that 90 students representing 45% of the population agreed that they have enough Agricultural science teachers in school. It also showed that 87 students representing 43.5% agreed that they have enough teachers to invigilate during examination while 56.5% disagreed with this statement.

Hypothesis 5: There is no significant difference between examination malpractice and students' truancy

Table 8A: Students' truancy and examination malpractice in Agricultural science Teachers

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
Do you have attendance book for students?	7	70	3	30
Students come to class for lesson	6	60	4	40
The students absent in class engage in in examination malpractice	8	80	2	20
Absence of students from class makes them perform woefully in examination	8	80	2	20

Table 8B: Students' truancy and examination malpractice in Agricultural science Students

Question Items	Yes		No	
	Freq.	Percentage (%)	Freq.	Percentage (%)
Do you go to class regularly?	94	47	106	53
Do your parents encourage you to go to school	84	42	116	58
I do not go to school regularly and I will still pass	65	32.5	135	67.5

From table 8A, 7 teachers representing 70% of the total respondents?(teachers) agreed that they have attendance book for students in school while 3 teachers representing 30% disagreed with the statement. The items indicated that 8 teachers representing 80% of the respondents agreed with the statement those students absent in class engage in examination malpractice while 2 teachers representing 20% disagreed with the statement. From table 8B, it was revealed that 47% of the students attend class regularly and 42% are encouraged by their parents to go to school. 135 of the total students representing 67.5% of the population disagreed that they do not go to school regularly and will still pass.

There is no significant difference between examination malpractice and poor studying habit by students

Many of these students engage in examination malpractice, which has not given them good results, hence students need to be counseled on how to get prepare for examination and not to be wasting time with unnecessary activities. According to Kano (1998), delivering lectures on how to study effectively and prepare for examinations, formulating and adopting a personal reading time table, organizing talks on examination ethics and sanctions, at the beginning of every term and week before the examination will help students to plan ahead and succeed in examination.

Poor teaching method by teachers significantly lead to examination malpractice

According to Imogie (2002), instructional materials make learning more concrete, real, immediate and permanent. Under educational technology, for example, videos, films, pictures, television and radio can bring people from real world outside into classroom.

Laziness of students and examination malpractice

Majority of the students believed that examination malpractice is a common feature in the Nigerian system. According to Aluede (2006), it is not surprising because most lazy teachers who have not taught would at all cost want their students to pass examination. Likewise the students who has not prepared well for the examination would like to cheat during the examination due to their laziness, hence poor performance in Agricultural science as a subject

There is no significant difference between examination malpractice and teachers attendance in class

Adamu (1989) reported that lack of proper supervision in examinations account for the high rate of examination malpractices in Nigeria. Most of the teachers do not go to class regularly and this may be due to their engagement in another profession apart from teaching.

Students' truancy and examination malpractice

Truancy of students may lead to decrease learning ability, struggling to catch up with school assignments (Ross, 2002) which may lead to examination malpractice resulted in poor performance.

Conclusion

Findings revealed that there were examination malpractice among students in Agricultural science and these are due to the poor studying habit by poor Agricultural science students as well as poor teachers' attendance in class and students truancy. All these factors are the major causes of examination malpractice which determine poor academic performance in Agricultural science among senior secondary school students.

Recommendations

The following recommendations will be of great help in reducing poor academic performance caused by examination malpractice in Agricultural science

(a) There should be proper counseling for the students before the examination on how to prepare well for the examination
(b) Provision of library, text books and establishment of school farms by the government and schools involved
(c) Emphasis should be laid on teaching methods employed by the teachers in our schools to encourage students to develop more on Agricultural science.
(d) Laziness among students should be reduced by school authority by encouraging students to read during and after school hours
(e) Government should provide adequate and qualified Agricultural science teachers in schools

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Conflict of interest

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