



SOCIAL MEDIA AND EXAMINATION MALPRACTICE AMONGS SENIOR SECONDARY CERTIFICATE EXAMINATION (SSCE) CANDIDATES IN GOMBE STATE

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Abstract

The effect of social media towards learning cannot be over-emphasized but notwithstanding the bad side of it, is also prevalent amongst students. It is against this background that this study is aimed at investigating the relationship between examination malpractice and social media. The research design used was a survey research with Quantitative method and Descriptive statistics used for both gathering the data and data analysis respectively. The objectives of the study were to investigate whether SSCE candidates use social media to engage into examination misconduct and the difference between the use of social media for examination misconduct amongst male and female candidates. The study revealed that SSCE candidates use social media for examination malpractice and it also found out that the male candidates use social media for examination malpractice more than their female counterparts. The researchers recommended that proper checking of candidates by invigilators to ensure that no candidate gets into examination hall with any electronic device and examination centres which are dominated by male candidates should be assigned more invigilators.

Keywords: Social media, Examination Malpractice, Senior Secondary and Certificate.

Introduction

The value and functionality of any educational system lie in its ability to actualise the goals of education in educational system, world over, the examination process makes the difference. The goals of national education system and indeed national development become like mirage if examination ethics is not encouraged and instituted (Jimoh, 2009). Till date, examination still remains the best tool for an objective assessment and evaluation of what learners have achieve after a period of schooling. Hence, any action that undermines examination poses a great threat to the validity and reliability of examination results and certification. Unfortunately, the process of examination in Nigeria secondary schools has become a “contemporary shame” (Jimoh, 2009). This is because of the phenomenon of examination malpractice that has become endemic in the educational system.

WAEC (2017) reported that the persistence of examination malpractice and its devastating effort on educational assessment and evaluation, in the sub-regions have worsened with the advent of social media she stated, this at the maiden edition of the bodies two-day

international summit on examination malpractice organized by the Board, in Lagos, tagged; “examination malpractice: The contemporary realities and antidotes” said the social ill has been a challenge for the council, nothing that the board has intensified its fight against examination malpractice.

“We have made frantic appeals to all stakeholders in the education sector to partner us in the fight against this scourge that is endangering the quality of academic achievements and human capital development in our sub-region schools, society and WAEC are all suspects”. (WAEC, 2017).

WAEC described the consequences of examination malpractice on national development as critical, adding that its effect on national economy was destructive. She expressed displeasure that school authorities and teachers have continued to create a favourable environment for the social ill to thrive.

“Some parents have continued to assist their children physically and financially to cheat in public examinations. Misguided candidates



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desperately seek short cuts to examinations success while their depraved adult collaborators carry out their nefarious activities for financial gains”.

WAEC (2017), reported that measures, such as cancellation of candidates’ result, de-recognition of schools amongst others, have been put in place by the body in curbing the menace. He however, lamented that perpetrators have continued to employ new ways of carrying out their acts, but expressed hope that the summit would be used to set the stage, for the eradication of examination malpractice.

The minister of education Adamu Adamu, also described examination malpractice as a challenge to the five member countries of WAEC, especially with the arrival of social media and smart phones. He stated that the federal government will intensify efforts to build self-confidence among pupils and inculcate virtues of hard work in them. Malam Adamu also mentioned that the government would sensitize the Nigerian society on the damages of exam malpractice and its negative effect on national development. (WAEC, 2017).

The use of Social Media in education provides students with the ability to get more useful information, to connect with learning groups and other educational system that makes education convenient. Social network tools afford students and institutions with multiple opportunities to improve learning methods (<https://www.google.com/search?q>). However, Babi (2020) revealed that the relationship that exist between social media platform and examination malpractice include the use of WhatsApp which makes student’s to be vulnerable to examination malpractice. Twitter activity makes students feel less depressed each time examination is approaching. Babi (2020) also concluded that social media helps the perpetuation of examination malpractice in secondary schools. Osarumwense (2015) also observed that with the aid of social media students have advance in their cheating just as Ayodele (2014) observed that some students in secondary school these days quietly go to the examination with mobile phones and browse

the answers to the question without the knowledge and sometimes to the knowledge of some unscrupulous invigilators. It is against this background that the researchers decided to take the study so as to make suggestion for a way forward.

Objectives of the study

The objectives of this study, stated specifically were:

- i. To investigate whether SSCE candidates in Gombe state use social media to encourage into examination malpractice.
- ii. To find out if there is any difference between the use of social media for examination malpractice amongst male and female candidates.

Research questions

- i. Do SSCE candidates use social media to engage into examination malpractice?
- ii. Is there any different between male and female SSCE candidates in using social media for examination malpractice?

Research Design

This study was a survey research design because it involves a detailed and critical examination of the topic or situation with a view to finding out what is and how it is (Anikweze, 2014). Therefore, this study sought to find out whether SSCE candidates in Gombe state use social media to encourage examination malpractice and to find out if there is any difference between male and female SSCE candidates in the use of social media for examination malpractice.

Population of the study

The population for the study comprised both the male and female students of Senior Secondary Schools Students in Gombe State.

Sample and Sampling Procedure

The sample consisted of 300 Senior secondary school students in Gombe State including both male and female students. The entire schools were listed and a simple random sampling was used to select the schools and students used (respondent).



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Instrument for data collection

The instrument for data collection was a questionnaire on the use of social media for examination malpractice (QSMEM) in Gombe State. This is to investigate the effect of social media on examination malpractice in Gombe State. The questionnaire was made up of two sections aimed at addressing the two research questions.

Validation of Instrument

The instrument with a satisfied necessary psychometric properties was face validated by two experts in measurement and Evaluation and one in psychology from Federal University of Kashere Gombe State. In the course of face validation, the items were subjected to criticisms and vetting under the following criteria: relevance, suitability, content, repetitions, use of language and ambiguity.

Reliability of instrument

In order to establish the reliability of the instrument a trial test was carried out and an estimate of internal consistency was applied using Cronbach's Alpha with a reliability coefficient of 0.72 established. According to Gay and Peter (2000) if numbers are used to

represent the response choice as it is in the questionnaire analysis for internal consistency can be accomplished by using Cronbach's Alpha reliability.

Method of data collection

To ensure a high or complete percentage return of the completed questionnaires, the researcher personally visited the schools to administer and collect the questionnaire from the respondent immediately. A total of 300 copies of the questionnaires were distributed and it was completely returned correctly filled.

Method of data analysis

In analyzing the data frequency count, percentage, mean and standard deviation were used to answer the research questions. The decision rule benchmark was 3.50; therefore, a mean score of 3.50 and above depicts positive responses while any mean score below 3.50 depicts negative response.

Results

Research Question 1: Do SSCE candidates use social media to engage into examination malpractice?

Table 1: Use of Social of Social Media for Exams Malpractice

s/n	Item statement	Mean	SD	Decision
1	Social media can be used for examination malpractice	4.07	1.03	Agree
2	Social media is used in our schools for examination malpractice	4.34	0.74	Agree
3	Social media is commonly used in external examination	3.78	1.10	Agree
4	SSCE candidates used social media for examination misconducts	3.69	1.08	Agree
5	Social media is now the common means of examination malpractice	3.63	1.21	Agree

The finding in table 1 shows that 162 students strongly agreed to the use of social media to engage in examination misconduct and 109 also agreed about the question. So it shows that the majority of students (SSCE candidates) use social media for examination malpractice. While 19 respondents when with the neutral option and 10 respondents choose strongly

disagree and disagree respectively. If this table and calculations are analyzed it shows that a total of 271 students, i.e a mere percentage of 90.3% students have a large agreement with use of social media for examination malpractice.

Research Question 2: Is there any difference between male and female SSCE candidates in



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using social media for examination malpractice?

Table 2: Differences between Male and Female Candidates in Using Social Media

s/n	Item of statement	Mean	SD	Decision
1	Male students use social media in exam hall than their female counterparts	4.18	0.67	Agree
2	Female students are always skeptical about the use of social media during examinations	3.87	1.11	Agree
3	More male students carry smart phones to examinations hall than their female counterparts	3.63	1.21	Agree
4	Female students do not use social media for examination malpractice like their male counterparts	4.34	0.74	Agree

When asked about the difference in the usage of social media for examination misconduct between male and female candidates, 161 strongly agreed to this question and 105 were the ones who also agreed. This shows that majority of the students believed that there is a difference in the use of social media to engage in examination malpractice between male and female candidates of SSCE. While 22 were the ones that went with the neutral option and 12 students disagreed with the questions that they do not believe SCE candidates use social media for examination malpractice. A total of 88.7% respondents believed in use of social media for examination malpractice or misconduct.

Discussion of Findings

The finding of the study in the table 1 and 2 shows among others that SSCCE candidates use social media for examination malpractice. This social media is used to engage into examination misconduct. The result obtained is in agreement with that of Obarisigbon (2017) that said social media aids in the commission and perpetuation of examination misconduct in universities. This also conforms with the view of Jimoh (2009) that said the process of examination in Nigeria secondary schools has become a “Contemporary Shame” this is because of the phenomenon of examination malpractice that has become endemic in the educational system. The view is further given

credence to Osarumwense (2015) when he observed that with the aid of social media, students have advanced in their cheating and endeavours. He described how an ungraduated use WhatsApp to send examination questions to their friends and via the same medium sent answers.

The findings resulting from the analysis of research question two in table 3 and 4 show that male candidates in SSCE use social media for examination malpractice more than their female counterparts. This study reports are in consonance to the finding on <http://www.quickprout.com> made on the manliest brands on Instagram and grisliest brands which shows men usage than their female counterparts.

The finding of the study also in consonance to the Ammasahun and Ogunniran (2014) which revealed that male students have higher tendency of involving in examination malpractice than female students in pursuits of academic needs. It also collaborates the finding of Cambell (2013), Bendura (2009), Duze and Nash (2011) which revealed that gender is a significant prediction of examination malpractice as male students were significantly more involve than their female counterparts. However, this is in contrast to the finding of Olutola, Olatoye and Olatoye (2016) which said there is no significant difference between male and female students in the utilization of social media.



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Conclusion

Examination malpractice is a social problem that has wrecked unimaginable havoc to the entire fabric of Nigeria especially with the advent of social media and use of smart phones that aid students in the perpetuation of the evil act. The study also concluded that male students use social media for examination malpractice more than their female counterpart. This is a hydra headed problem that requires a multidimensional approach to its resolution. Any effort aimed at resolving this problem must be collaborative, that is involving all stakeholders in the education sector, if not such effort will end of being and exercise in futility. Therefore, examination bodies should appoint people of proven integrity to work in their administrative and operational sectors and as well as supervisors for their various examinations.

Recommendation

The researchers recommended that proper checking of candidates by invigilators to ensure that no candidate of SSCE gets into examination hall with any electronic device should be observed and examination centers where male candidates are dominated should be assigned more invigilators.

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