



THE USE OF SOCIAL MEDIA AND THE MENACE OF EXAMINATION MALPRACTICES IN SECONDARY SENIOR SCHOOLS IN RIVERS STATE

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ABSTRACT

This study investigated the use and the menace of social media and examination malpractices in secondary senior schools in Rivers State, Nigeria. This study is grounded in the Anomie Theory and Examination Malpractices. A four Likert type questionnaire titled "Social Media and Examination Malpractices (SMEM)" of totally agree, agree, disagree and totally disagree were pre-tested and the participants commented on the items before it was finally administered to the respondents. The study adopted descriptive and correlational approach. The study population included all the students in senior secondary schools in Rivers State. The sample size was 510 respondents. The research instrument was valid; the researcher has taken time to comply with the formalities and procedures recommended in framing a questionnaire. The reliability of the research instrument was statistically tested using SPSS version 25. The reliability estimate for group variables of .789 for how social media enhances examination malpractices among students; and .814 how to curb the menace of social media propelled examination malpractices in rivers state. The data for this study was obtained by means of questionnaires. The data collected were analyzed to answer the specific research questions. The analysis of data involved the use of the following procedures: Percentages mean point value, standard deviation, variance, cross-tabulation and regression. The major findings from this study revealed that social media is useful but have its menaces on students' educational development. Recommendations were proffered.

Keywords: Social Media, Examination, Malpractices, Secondary Senior Schools, Rivers State.

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INTRODUCTION

What has become an integral part of the global society is social media, and it has come to stay. Currently, information via social media is at the doorstep of every human because the world at large is in the era of information technology (IT). Nowadays, access to information is no longer left for the rich alone; rather it is at the reach of anybody that can afford the use of IT tools. Even people who live in the remotest communities in Nigeria can access information through their cell phone, and social networking sites.

Social media are websites and applications that allow users to access, create and share content or participate in social networking activities. It emerged as a term frequently used to describe different types of electronic communication platforms.

The coming and the availability of high speed internet broadband connection with substantial use of desktop computers, laptops, e-readers, tablets and smart phones enable millions of students to actively participate in social interaction via text messaging, blogging, content sharing, online learning, etc.

The advent and the complete global participation have resulted in full embrace of social media, particularly Google, WhatsApp and Facebook by secondary school students, which has further enlarged the use, sophistication and diversification of the means by which examination wrongdoing are carried out (Ololube, 2012).

Examination misconduct or malpractice is of actions that threaten the integrity of examinations globally, and it has damaged the authorities of those responsible for conducting them. Examination malpractice is also a threat to the validity and reliability of educational technologies. Examination malpractice is not only harmful to the moral development of students, but also it can lead to the low intellectual development of the same students who indulge in it. The first examination malpractice that was recorded in Nigeria was in 1914 when the Cambridge School Certificate Examination was leaked to candidates who sat for the examination. Since then, Nigeria secondary school systems have been experiencing continuous examination malpractices of all kinds. As such, it has created a lot of menace to the quantity and quality of internal and external examinations. Parent, teachers and the government are worried over this trend and are looking for ways to curb this decadence in its secondary education.

Education is the bastion of development. When there is a gap or deficiency in the education sector of a country, the results are often devastating. Anybody who was privileged to have been educated in Nigeria in the 60s, 70s and 80s before the advent of social media in Nigeria cannot but cringe and be concerned about the fast falling standard of education and poor attitude to learning being demonstrated by the youths and most especially, in our secondary schools.

This is a worrisome development. This is because the tertiary institutions produce the much desired human capital that propels a nation from backwardness to modernization, from underdeveloped to developed and technology advancement, but these tertiary institutions have to be fed by the lower level which is the secondary schools. A lazy, deficient and fraudulent secondary school leaver will definitely become a lousy undergraduate, who will cheat his way through the university and graduate, one way or the other, to become the drivers of the nation's economy. What hope is there for capacity building and sustainable development in such a country?

These rot in the education sector did not happen overnight. The root causes are numerous and they vary, from the loss of family values, where orientation of honesty, hard work, diligence

and resilience were inculcated and imbibed in the child, to the successive governments that have displayed abysmal level of commitment to educational policies and programmes and poor attitude to school work by the teachers.

With the advent and proliferation of social media, the rate and escalation of several delinquent behaviours among secondary school students have become alarming. This has generated a lot of concern to governments, parents and other stake holders in the educational sector.

Purpose of the Study

The main purpose and objective of this study is to find out how the use of social media impact examination malpractice in the educational development of secondary schools in Rivers State. In a more specific term, the study is intended:

- To investigate how students in Rivers State use social media to perpetrate examination malpractices.
- To examine the various ways in which this menace can be curbed.

Research Questions

To ensure an in-depth investigation into this study, the following research questions guided the study:

- How does the use of social media enhance examination malpractice among secondary school students in Rivers State?
- How do we curb the menace of social media propelled examination malpractices in Rivers State?

Hypotheses

The following hypotheses guided the study:

- There is no significant relationship between the use of social media and examination malpractices among secondary school students in Rivers State.
- There is no significant relationship between the methods of curbing the menace caused by social media and examination malpractices in secondary schools in Rivers State.

Significance of the Study

This study, is of immense benefits in several ways: first and foremost, the findings of this study will provide information to the government, parents and other stake holders on the extent to which the use of social media has impacted the education of students in secondary schools in Rivers State.

Also, the study will provide valuable information to all concerned on the damage that social media can do to the education of the child which will ultimately affect the society as a whole.

Finally, to the police and other security agencies, the findings of this study will open a new chapter on how to curb the menace of examination malpractices and how perpetrators can be made to face the music as a punishment for the offence committed and as a deterrent to potential examination offenders.

Scope of the Study

The scope of the study was limited to male and female students in selected secondary schools in Rivers State. Specifically, the literature discusses the variables vis-à-vis examination malpractices prevalent among students, it does not however extend to all methods used by students to carry out malpractices but are based on social media tools that are used for examination fraud.

CONCEPTUAL FRAMEWORK

Social Media and Educational Advancement

Social media is controversial and it is relatively new and with all new phenomena, the terminology describing it is in a state of transformation. However, there have been series of controversies associated with it. Though Social media has a lot of benefits which include but not limited to keeping distant family and relationship intact by exchange of images, videos and text updates easily, informal and self-taught learning about almost any topic on earth in any media format of your choice, meeting new people from around the world, sharing different perspectives and different cultures, participating in interactive and creative rather than only passive, entertainment, creating personal identities for employment, and social interaction and generally living life in a media rich environment.

The formal use of social media in teaching and learning can be recognized as a combination of online and traditional classroom teaching. It is evidenced that such a combination enhances teaching and learning environment, in addition to technology literacy of both students and teachers (Kalasi, 2014). Social media helps learners to create independency and autonomy as necessary learning styles to be successful online learners. It creates online learners' characteristics such as the ability to identify, participate in and be able to manage learning experiences that fits their individual learning **needs, so that** they can gain benefits from the new learning mode.

However, there has been a lot of genuine concern about social media. Such problems as privacy, inappropriate or falsified identity creation particularly by children and teenagers and those who might prey on them, overconsumption or additive behaviours leading to avoidance of face-to-face relationship, information overload and the impossibility of multitasking well and excessive marketing and tracking of social media users by large companies and governments.

The challenges of social media to education is less about privacy per se, but more about motivating students to participate in their own learning. Social media is well positioned to provide motivation and engagements given that a majority of students spend an average of more than 30 minutes a day on Facebook (Stollak, Vandenberg, Burklund & Weiss, 2011).

Social scientists have concluded that joining and being involved in groups has a positive impact on health and well-being and that educational achievements are improved when students

have a supportive associational life (Smith, 2009) Membership in positive social network can help teach learners trust, honesty, tolerance, cooperation, etc.

Teachers and students are increasingly using social networks to supplement teaching and learning in traditional classroom settings as they provide brighter opportunities for enhancing existing curriculum through creative learning experiences. (Buzzetto-more, 2007) the summary is that social networking supported learning activities resonate with today's students who as digital natives, are comfortable with and motivated by the use of technology.

Examination Malpractices

In Nigeria, the first publicly reported case of examination malpractice occurred in 1914 when question papers in the senior Cambridge Local Examination were leaked in advance of the exam (Alutu & Aluede, 2006). Ever since, examination malpractices have posed serious problems for the Nigerian educational system. So much so that many insist that the academic certificates being issued to graduates in Nigeria are no more valuable than the paper on which they are printed. Today evidence abounds of incidents of student examination malpractice at schools and colleges; incidents which conflict with the core purpose of education — the training of the mind and character for the acquisition of practical and theoretical skills, the pursuit of functional knowledge for development, the search for truth, and the creation and communication of ideas.

Researchers and authors have variously defined examination malpractice. For most, examination malpractice is a situation in which students go into the examination hall equipped with various items or methods (including social media) that enable them to secure higher test results than their own preparation and knowledge would warrant. It can be thought of as engaging in, either directly or indirectly, covertly or overtly, in any act that may benefit or give undue advantage to oneself through deceit and fraud before or after an examination.

Examination malpractice has long graduated from the traditional peeking at a neighbour's work or copying from text books, notes sheets or desks to a more advanced and organised system of buying questions from examination bodies or corrupt bank officials entrusted with the safe-keeping of question papers to the use of social media to perfect its practices.

Syndicates have also been able to arrange 'special' centres for their 'special' candidates enrolled in an exam with the connivance of examination bodies to allow for the easy execution of malpractice. These syndicates have made it very easy for their members to acquire a 'certificate' without entering the examination hall as mercenaries willing to impersonate candidates abound. This trend has, sadly, crept into foreign organised examinations as well, including British and the American sponsored examinations (City and Guilds, SAT, and TOEFL).

The Nigerian Senior Secondary Certificate Examination (SSCE) has been the worst hit by examination malpractices. Many students now refuse to take the SSCE in the school they attended and instead become external candidates in another school, where they pay exorbitant fees in order to more easily perpetrate malpractice. These students often contend that they change schools because they have failed to pass their examinations and hence go to a place where their 'success' is guaranteed (Eromosele, n.d). Many schools have labelled the fees charged to external candidates "cooperation fees".

Examination malpractice in Nigeria has reached frightening proportions, in that it is now exceedingly sophisticated and institutionalised. Efforts by government administrations and stakeholders in the education sector to curtail the trend have not yet yielded positive results. It is saddening to note that some examination bodies, government functionaries, school authorities,

invigilators, parents and students participate in examination malpractice themselves (Eromosele, n.d).

Thus, examination malpractice can simply be defined as academic dishonesty or academic fraud. In fact, both of these notions can be used interchangeably. According to Dienye, examination is what is used to determine the suitability of individuals to proceed from a lower to a higher class or status in the educational system. Without examination, the capability of students and pupils at every stage of education cannot be determined.

For Azuru (1997), the ‘mal’ in the practice is a Latin word for bad; So examination malpractice means a “bad” practice applied in an examination in order to make the examinee earn an unmerited grade. Azuka (1997) defined examination malpractice as any defiant act that is perpetrated by a student, candidate or person aiding a candidate before, during and after an examination in order to be declared successful.

Ahmed (2006) described it as any irregularity that is at variance with laid down rules of conducting examination. Shonekan (1993) sees it as any act by a candidate or his\her agent, premeditated or carried out so that the candidate can obtain undue advantage in an examination.

Emeke (2012) sees examination malpractice as any act against the credibility and quality of assessment information committed by custodians or any category of beneficiaries of examination malpractice.

All these definitions point to the fact that examination malpractice is an unwholesome act that produce ill wind that blows no one no good. Examination malpractice is a crime punishable, not only by the school, but also by the federal government. The Examination Malpractice Act of 1999 in Nigeria is an Act to create offences relating to examination malpractices and to prescribe penalties for such offences. These offences ranging from cheating at examination to conspiracy, aiding, impersonation, etc.

Malpractice is defined as any deliberate act of wrong doing, contrary to the rules of examinations, designed to give a candidate an unfair advantage or able frequently to place a candidate at a disadvantage. Examination malpractice is any form of cheating before, during or after examination

According to Oxford Advanced Learner’s Dictionary, malpractice is a wrong or illegal behaviour exhibited by a person while discharging professional responsibilities. In the light of this definition, examination malpractice is simply illegally obtaining an answer to an examination question from any other source other than the brain of the examinee. Salami (1994) defined examination malpractices as an improper and dishonest act associated with examination with a view to obtaining unmerited advantage.

Shonekan (1996) defined it as any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the tests and ultimately, the integrity of the certificates issued. Aminu (2006) also views examination malpractice as a deliberate act of indiscipline adopted by students or their privileged accomplices to secure facile success and advantage before, during and after the administration of a test or examination. Oluyeba and Daramola (1993) defined examination malpractice as any irregular behaviour exhibited by candidate or anybody charged with the examination inside or outside the examination hall before, during or after such examination. Ojerinde (2004) claimed that examination malpractice is no longer a desperate candidates’ affair, rather school teachers and even principals are now involved in the perpetration of this vice.

In Nigeria, many people have expressed concern about the extent of decadence in the Nigerian educational system. At various times, the media and newspaper publications have

carried unpleasant news about examination leakages in schools. At the secondary level, parents have expressed great concern over the non-release or cancellation of their children's senior secondary school results occasioned by examination irregularities. School authorities at one time or the other, had expended its meagre resources to fund panels investigating examination malpractices or reorganize another examination for the cancelled results.

Examination malpractice is not a new phenomenon in Nigeria. Thus, examination malpractice which started at a low trend became more pronounced in 1970, involving persons other than the candidates. Since then examination malpractice became more advanced and sophisticated. However, 1977 marked a watershed in the history of examination malpractice as there was an outcry in Nigeria on the credibility of West African Examination Council (WAEC), which was the only organ saddled with the responsibility of conducting public examination in Nigeria during the period. Consequently, a Judicial Commission of enquiry headed by Justice Sogbetun was set up to look into the affairs of the WAEC in relation to the problems of efficient conduct of examinations and prompt release of results. The report acknowledged the excessive workload of WAEC and recommended reduction of its workload by establishing other examination bodies to take over some of its examinations which could lead to reduction of examination malpractice among candidates (Adewale, 2011; Anzene, 2014).

Examination, many observe, is no longer a true test of one's ability. Most of the students are no longer serious with their studies because they believe solely in indulging in examination malpractice which to them is a short cut to success. Nowadays, students refer to examination malpractice as "brain support" which implies it is an act to aid one's memory in examinations. Most students no longer believe in hard work. Adegoke (2010) described examination malpractice as a perennial problem in the whole of the educational system. Many efforts have been put forward by different governments, school authorities and individuals to eradicate this malady but this in most instances have proved abortive. Since examination is aimed at evaluating each candidate's merit and predicting subsequent performance, it therefore generates competition among candidates resulting in examination malpractice in some instances.

Unfortunately, the process of examination in Nigeria secondary schools has become a contemporary shame (Nwadiani, 2005). This is because of the phenomenon of examination malpractice that has become endemic in the educational system. The Examination Malpractice Act (1999) described examination malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued (Ololube, 2012).

Education in the general sense covers the whole life of an individual from birth till death or from cradle to grave that shows that education is as old as man on earth. The formal school system is greatly influenced in its result on the lives of all who pass through it.

In Nigeria before the 1840's there was in existence a system of education. This was broadly traditional, occupationally oriented and informal apprenticeship system. This type of education as at that time was relevant to the needs of the society.

The advent and influence of the Christian missionary activities affected a change from the informal system of education to the western oriented type of education. Preference was no longer for hard work but acquisition of certificate. Every achievement or goal oriented tasks a certification of schooling.

However, examinations play vital roles not only in our educational system but also in the society as a whole. The society demands from its members a diversity of specialized functions. In the Nigerian school system, there are various forms of examinations. These are the entrance examinations, the terminal and promotion examinations, the senior school certificate examination and the degree or diploma examinations. Students are required to pass any forms of examinations they partake in. But these days, students now find various means of achieving success in these examinations and one of such ways is by cheating in examinations through leakage in examination papers, impersonation, external assistance, copying, smuggling of foreign materials, substitution of script and improper assignment.

The fact remains that examination malpractice has become usual practice in Nigeria. Examination has been recognized as forming the nucleus of education without which the enterprise will be incomplete.

Empiricism shows that examinations indicate the extent of factual knowledge acquired by students, predict future educational achievement and provide a means of selecting suitable candidates for certain educational courses or occupation.

One of the principal aim of examination is to assess how much learning has taken place and to what extent the educational objectives and goals have been achieved. One serious problem plaguing Nigeria system of education today is large examination malpractice coupled with intellectual dishonesty. Our pupils and students devise as a daily routine, new tricks to beat genuine supervisors and examiners.

The incidence of examination malpractice is multidimensional in nature. Smuggling of prepared notes into examination hall. They insult, embarrass, threaten and even assault invigilators and supervisors who failed to co-operate with them in their unholy and nefarious acts.

Cheating behaviour exhibited by the school population is a big problem to our people. School administrators were recently called upon to desist from helping their students to perpetrate in examination malpractice. The Commissioner for Education in Kogi state Mrs Rose Osikoya said 108 schools which comprise of 84 public schools and 24 private secondary schools were seriously warned by WAEC for engaging in one form of exam malpractice or the other. Osikoya also noted that 30 schools were being tagged as perpetual offenders for three consecutive years, which needed urgent attention, adding that 47 schools were recently derecognised by WAEC due to various examination malpractices. (<http://www.pulseng.cdn.ampproject.org>). Individuals however put the blame on lack of proper social value system; the high premium attached to paper qualifications as prerequisite for admission and gainful employment.

TYPES OF EXAMINATION MALPRACTICES

There are different dimensions of examination malpractices year-in-year-out, students come up with new sophisticated methods. The instances of examination malpractices vary, but the most general ones are:

- Plagiarism: reproduction of someone's work without any sort of attribution or references to the original author.
- Fabrication: falsification of data, information or reference sources.
- Lying: giving wrong information to the educational staff.

- **Bringing of Foreign Materials into Examination Hall:** This is a situation where students bring into the examination hall notes, textbooks and other prepared materials. The method is nicknamed as hide and seek, microchips, tattoo and magic desk. Sometimes, students bring into the hall unauthorized materials like sophisticated and scientific calculators Abba (1998) identified some methods like giraffing, contraband, bullet, super print, escort, pregnant biros and so on.
- **Assistance from Educational Stakeholders:** Examination stakeholders include parents, teachers, lecturers, security agents, printers, and staff of examination bodies. Some parents go to any length in buying question papers for their children while some others even buy certificates for their children. Supervisors colluding with teachers, school principals or students by allowing teachers to come around to teach the students during examination period, lecturers or teachers releasing question papers or giving underserved marks or allowing students to illegally re-take examination papers. Security agents, printers and staff of examination bodies also sell question papers.
- **Sabotage:** an attempt to prevent others from passing examinations. This includes among other things, tearing pages from their books, deliberate damage to someone else's work.
- **Professor-teaching misconduct:** deliberately giving incorrect grade to the student's work or encouraging academic fraud.

Effects of Examination Malpractice

Ezekiel-hart in Wali (2007) and Ololube (2012) identified four very concrete effects of examination malpractice, they include the generation of false information, poor moral orientation, poor academic performance and increased anti-social behaviour:

- **Generation of false information:** Examination malpractice generates false information about students' academic ability. Most times students who are involved in examination malpractice score higher marks than those who do not. In other words, unprepared students who engage in cheating earn higher grades than well prepared students who do not. As a result, the poorly prepared students obtain admission into higher education institutions and gain coveted employment opportunities. This may be one reason why it is commonly said that "examinations are not the true test of knowledge."
- **Poor moral orientation:** When examination malpractice is a common phenomenon in schools, students may feel that they cannot pass their examinations without it. This syndrome of examination malpractice implies that wherever they go for future examinations, cheating is the only means of succeeding.
- **Poor academic performance:** Those with poor academic orientation and poor exam preparation skills will always perform poorly where there is strict examination supervision.
- **Increased anti-social behaviour:** Examination malpractice which stems from a student's inability to cope with the academic standards of their school can result in additional anti-social behaviours, including cultism and the abuse of school authorities, teachers and students.

Curbing Examination Malpractice

According to Annan (2005), Nuraini (2010) and Ololube (2012), some solutions to examination malpractice include:

- Teachers being trained properly in their fields. In this way teachers will be provided with methods that will help them finish the syllabus for a particular term or at least cover a large part of it. Adequate training should also develop in teachers the right attitude towards their work as well as a professional commitment to, and efficiency in, their job performance.
- Making holidays greater in number but reduced in length so that students are not so reluctant to resume their studies after extended holidays.
- Increasing the number of invigilators and supervisors in exam halls. Exam officers, vice principals and principals must occasionally visit exam halls to observe what is taking place. Ensuring the correct practice of continuous assessment. This will help to reduce examination malpractice as up to forty percent of school marks can be derived from various assessments including projects and assignments before actual examinations.
- Increasing the number of invigilators and supervisors in exam halls. Exam officers, vice principals and principals must occasionally visit exam halls to observe what is taking place. In this way, they will help to detect any inappropriate exam behaviour.
- Searching students thoroughly before they enter the exam hall. Apart from photographs, finger prints on certificates should be used for identification.
- Student groups should campaign against examination malpractice on and off campus to motivate others to consider the moral and ethical consequences of partaking in examination malpractice.
- Parents must ensure the ethical training of their children so that children enter into schools and exam halls with strong beliefs about making sound ethical decisions.
- Employers must be bold and motivated enough to verify the certificates of their prospective employees as experience has shown that some certificates are being forged.
- Seminars should be organised at various levels of the educational systems to inform all stakeholders on the means and consequences of examination malpractice. Print and electronic media should be used for this purpose and as campus campaigns held to reinforce the importance of proper examination practices.
- There should be a reduction in emphasis on certificates. Too much emphasis on certificates encourages people to acquire these certificates at all costs. The use of certificates as a major or sole criterion for employment increases the need to acquire them through any means.
- Examination malpractice is an offence punishable by law. Strict enforcement of the law will help in the eradication of examination malpractice as it will deter those who might be tempted to commit the offence.

It has been observed that some empirical works have been carried out by some researchers to address the issues of social media and examination malpractices among students.

THEORETICAL FRAMEWORK

Anomie Theory and Examination Malpractices

Robert K. Merton's 1938 Anomie theory refers to the breakdown of in the cultural structure due to disjunction between the cultural norms and goals and the socially structured capacities of members of the group to act in accord with them. In this conception, cultural values may help to produce behaviour that is at odds with the mandate of the values themselves. Anomie gives birth to aberrant behaviour and non-conformity, which is a symptom of dissociation between culturally prescribed goals and socially prescribed means for realising these goals. A society that places exceptionally strong emphasis on goal achievement without a corresponding emphasis on institutionalised means of achieving these goals is bound to exert pressures on some members of the society that may eventually resort to the use of any technically expedient means in achieving these goals irrespective of whether the means employed is legitimate or not.

Contemporary Nigerian society places great emphasis on institutional means of attaining these goals. The society is characterised by a heavy emphasis on success without a corresponding emphasis on legitimate means and avenues to be used in achieving success. Examination malpractice, a variety of corruption is sustained by whatever sustains corruption in the country. Capitalism has eroded the moral values of the Nigerian society. Social, economic, political, religious and educational vices are celebrated and rewarded in the country, while virtue is punished. How can students, teachers, and other shun examination malpractice when they see criminals being set free through legalisms and courtroom gymnastics or worse, through wretched and criminal influence peddling. Consequently, students engage in short-cut means of acquiring these certificates during examinations.

From the reviewed literature, it is obvious that examination malpractices have become a nightmare to educational assessment and evaluation all over the world. This menace has compromised the integrity of examination bodies and discourage hard work among students. The new slang among students "we read to know but "sort" to pass" is an indication of a failing system. And if the trend is allowed to continue without a decisive effort to halt it, Nigeria may just kiss her potentialities for greatness goodbye. Therefore, all hands must be on deck to curb this malady that has the potential to destroy the nation's education system and stunt developmental milestones of the country, since no country can grow beyond the quality of her education.

METHODOLOGY

Research Design

This study's research design is a descriptive and correlational approach. The choice of this design is as a result of the purpose of the study, which is to report whether social media is related to examination malpractices in schools in rivers state. First, it investigated how social media enhance examination malpractices among secondary school students in Rivers State, and second, how to curb the menace of social media propelled examination malpractices in Rivers State. The population of this study include all senior secondary school students in Rivers state.

The study sample consisted of students of ten randomly secondary schools in Rivers State of Nigeria. The students are in SS2 and SS3 in the selected schools. The empirical part of this

chapter included the collection of data from 510 respondents through a structured questionnaire. Data were analyzed using the statistical package for the social sciences (SPSS) version 25. Initially, 625 questionnaires were spread amongst the students of the selected schools, 115 questionnaires were excluded from the ones used because the respondents did not answer some of the questions. Data for this study were collected between June 2020 to January 2021, through the help of three research assistants.

The instrument used for gathering of data was a self-structured questionnaire titled “Social Media and Examination Malpractices (SMEM)” in secondary senior schools in Rivers State, which was directed at measuring use of social media and how to curb the menace of examination malpractices in schools. The instrument consisted of a total number of 20 items which were stated to answer the research questions and hypotheses. The items on the instrument used a 4-point Likert scale ranging from 1 = totally disagree (TD), 2 = disagree (D), 3 = agree (A), and 4=totally agree (TA).

Section one of the instrument deals with the issues of respondents’ demographic variable such as age and gender. Section two includes items on the use of social media and examination malpractices among secondary school students in Rivers State (ten items). It further consisted of items on how to curb the menace of social media propelled examination malpractices in Rivers State (ten items).

The instrument (questionnaire) used for this study was measured in two ways. First, the questionnaire was validated by experts in the Department of Educational Foundations from Ignatius Ajuru University of Education, Port Harcourt, Nigeria. Second, the instrument was administered to 27 persons outside the sample used in this study to get their opinion of how valid the instrument is for this study.

Reliability of the Instrument

The reliability of the instrument used for this study was first measured against the variables in the instrument. Second, the internal consistency of the questionnaire was examined by calculating Cronbach alpha, which provided a reliability estimate for group variables of .789 for how the use of social media enhances examination malpractices among students; and .814 for how to curb the menace of social media in examination malpractices in Rivers State. In itself, the questionnaire was affirmed to be reliable.

The statistical analyses used in this study were done through the use of statistical package for the social sciences (SPSS) version 25. Descriptive statistics (mean and cross tabulation) were performed. Regression analysis was used to determine the relationship between variables. The mean scores were used to determine the acceptance or rejection of the rating items. In order to make decisions from the results obtained, the mean responses were computed on the basis of the 4-point Likert scale of the questionnaire, thus: $1+2+3+4 = 10$. $10 \div 4 = 2.5$. From the above computation, any mean score that is equal to and more than 2.5 indicates that the null hypothesis is rejected, while the mean scores that are less than 2.5 will be accepted. Thus, the regression analysis was set at $p. < 0.05$ significance level.

RESULTS

Research Question One: How do social media enhance examination malpractice among secondary school students in Rivers State?

Table 1: Respondents answer to social media and examination malpractice among students

s/n	Social Media and Examination Malpractice among Students	Mean	Remark
1	Social media results in online leakage of examination questions	3.2392	Agree
2	Social media like Facebook, Twitter, Viber, Instagram and even dating sites are becoming very useful for distribution of examination question.	3.6176	Agree
3	Social media serves as a fraudulent means of collecting money from those that are interested in examination malpractice.	3.5431	Agree
4	Social media assist students to bring of foreign materials into examination hall.	3.5608	Agree
5	Social media assist examination stakeholders like parents, teachers, lecturers, security agents, printers, and staff to send answers into examination hall.	3.0039	Agree
6	Examination malpractice is challenge especially with the arrival of social media and smart phones.	3.5941	Agree
7	Students interested in examination malpractices have continued to devise new technologically advanced ways of carrying out their acts	3.5647	Agree
8	Social media as a tool for examination malpractice result in outright conciliation of an entire examination.	3.7157	Agree
9	Phones with programmable memory are used for examination malpractice	3.6157	Agree
10	The use of other programmable tools aid examination malpractice	3.7510	Agree
Grand mean		3.5205	Agree

Information on Table 1 measured respondents answer to social media and examination malpractice among students. Data were tallied along agree and disagree and respondents opined that social media results in online leakage of examination questions ($M = 3.2392$) and social media like Facebook, Twitter, Viber, Instagram and even dating sites are becoming very useful for distribution of examination question ($M = 3.6176$). Respondents further agreed that social media serves as a fraudulent means of collecting money from those that are interested in examination malpractice ($M = 3.5431$), they also were of the view that social media assist students to bring of foreign materials into examination hall ($M = 3.5608$). In addition, social media assist examination stakeholders like parents, teachers, lecturers, security agents, printers, and staff to send answers into examination hall ($M = 3.0039$), and that examination malpractice is challenge especially with the arrival of social media and smart phones ($M = 3.5941$). Respondents were of the opinion that students interested in examination malpractices have continued to devise new technologically advanced ways of carrying out their acts ($M = 3.5647$) and that social media as a tool for examination malpractice result in outright conciliation of an entire examination ($M = 3.7157$). They were of the view that phones with programmable memory are used for examination malpractice ($M = 3.6157$) and that the use of other programmable tools aid examination malpractice ($M = 3.7510$). Thus, with a grand mean of 3.5205 respondents agreed that social media enhance examination malpractice among secondary school students in Rivers State.

Research Question Two: How do we curb the menace of social media propelled examination malpractices in Rivers State?

Table 2: Respondents Answer to Curbing the Menace of Social Media Propelled Examination Malpractices

s/n	Curbing the Menace of Social Media Propelled Examination Malpractices	Mean	Remark
11	Strict enforcement of the law will help in the eradication of examination malpractice as it will deter those who might be tempted to commit the offence.	3.4529	Agree
12	There should be a reduction in emphasis on certificates. Too much emphasis on certificates encourages people to acquire these certificates at all costs.	3.4294	Agree
13	Seminars should be organised at various levels of the educational systems to inform all stakeholders on the means and consequences of examination malpractice.	3.4804	Agree
14	Parents must ensure the ethical training of their children so that children enter into schools and exam halls with strong beliefs about making sound ethical decisions.	3.2784	Agree
15	Student groups should campaign against examination malpractice on and off school to motivate others to consider the moral and ethical consequences of partaking in examination malpractice.	3.4353	Agree
16	Searching students thoroughly before they enter the exam hall. Apart from photographs, finger prints on certificates should be used for identification.	3.4627	Agree
17	Increasing the number of invigilators and supervisors in exam halls. Exam officers, vice principals and principals must occasionally visit exam halls to observe what is taking place.	3.2412	Agree
18	Increasing the number of supervisors in exam halls from the Ministry of Education to observe what is taking place.	3.1627	Agree
19	Making holidays greater in number but reduced in length so that students are not so reluctant to resume their studies after extended holidays.	3.2196	Agree
20	Qualified teachers are brought into their fields. In this way teachers will be provided with methods that will help them finish the syllabus for a particular term or at least cover a large part of it.	3.3824	Agree
Grand mean		3.3545	Agree

Data in Table 2 evaluated respondents answer to curbing the menace of social media propelled examination malpractices. Data were tallied along agree and disagree, and respondents agreed that strict enforcement of the law will help in the eradication of examination malpractice as it will deter those who might be tempted to commit the offence ($M = 3.4529$) and there should be a reduction in emphasis on certificates. Too much emphasis on certificates encourages people to acquire these certificates at all costs ($M = 3.4294$). Respondents further agreed that seminars should be organised at various levels of the educational systems to inform all stakeholders on the means and consequences of examination malpractice ($M = 3.4804$) and parents must ensure the ethical training of their children so that children enter into schools and exam halls with strong beliefs about making sound ethical decisions ($M = 3.2784$). In addition, respondents were of the view that student groups should campaign against examination malpractice on and off school to motivate others to consider the moral and ethical consequences of partaking in examination malpractice ($M = 3.4353$) and that searching students thoroughly before they enter the exam hall, apart from photographs, finger prints on certificates should be used for identification ($M = 3.4627$). They correspondingly opined that increasing the number of invigilators and supervisors in exam halls. Exam officers, vice principals and principals must occasionally visit exam halls to observe what is taking place ($M = 3.2412$) and that increasing the number of supervisors in exam halls from the Ministry of Education to observe what is taking place ($M = 3.1627$), making holidays greater in number but reduced in length so that students are not so reluctant to resume

their studies after extended holidays ($M = 3.2196$) and finally making sure that qualified teachers are brought into their fields. In this way teachers will be provided with methods that will help them finish the syllabus for a particular term or at least cover a large part of it ($M = 3.3824$). On the whole, respondents evaluated how to curb the menace of social media propelled examination malpractices in Rivers State using a mean of 3.3545 agree that the items suggested can help to curb menace of social media propelled examination malpractices.

Hypothesis One: There is no significant relationship between the use of social media and examination malpractices among secondary school students in Rivers State.

Table 3: Regression analysis of use of social media and examination malpractices among secondary school students in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.476 ^a	.227	.211	.44407		

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.818	10	2.882	14.614	.000 ^b
	Residual	98.400	499	.197		
	Total	127.218	509			

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.225	.235		3.960	.000
	1. Social media results in online leakage of examination questions	-.045	.021	-.086	-2.105	.036
	2. Social media like Facebook, Twitter, Viber, Instagram and even dating sites are becoming very useful for distribution of examination question.	-.047	.040	-.058	-2.168	.023
	3. Social media serves as a fraudulent means of collecting money from those that are interested in examination malpractice.	-.229	.045	-.273	-5.090	.000
	4. Social media assist students to bring of foreign materials into examination hall.	.134	.043	.159	3.131	.002
	5. Social media assist examination stakeholders like parents, teachers, lecturers, security agents, printers, and staff to send answers into examination hall.	.021	.027	.037	2.791	.029
	6. Examination malpractice is challenge especially with the arrival of social media and smart phones.	.220	.043	.259	5.086	.000

7. Students interested in examination malpractices have continued to devise new technologically advanced ways of carrying out their acts	-.079	.051	-.094	-2.552	.021
8. Social media as a tool for examination malpractice result in outright conciliation of an entire examination.	.279	.066	.252	4.212	.000
9. Phones with programmable memory are used for examination malpractice	.105	.059	.102	2.784	.045
10. The use of other programmable tools aid examination malpractice	-.013	.049	-.012	-3.260	.000

Table 3 shows regression analysis of use of social media and examination malpractices among secondary school students in Rivers State. Data in the ANOVA ($F = 14.614$; $p\text{-value} = .000$) and Coefficients analysis (highest $t\text{-value}$.045 and the lowest at .000) showed significant relationship between the use of social media and examination malpractices among secondary school students in Rivers State. Thus hypothesis one was rejected.

Hypothesis Two: There is no significant relationship between the methods of curbing the menace caused by social media and examination malpractices in secondary schools in Rivers State.

Table 4: Regression analysis of methods of curbing the menace caused by social media and examination malpractices in secondary schools in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.561 ^a	.314	.300	.41828		

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.999	10	4.000	22.862	.000 ^b
	Residual	87.305	499	.175		
	Total	127.304	509			

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.414	.273		11.516	.000
	11. Strict enforcement of the law will help in the eradication of examination	-.073	.040	-.080	-3.814	.000

malpractice as it will deter those who might be tempted to commit the offence.					
12. There should be a reduction in emphasis on certificates. Too much emphasis on certificates encourages people to acquire these certificates at all costs.	-.258	.045	-.255	-5.764	.000
13. Seminars should be organised at various levels of the educational systems to inform all stakeholders on the means and consequences of examination malpractice.	.426	.042	.426	10.037	.000
14. Parents must ensure the ethical training of their children so that children enter into schools and exam halls with strong beliefs about making sound ethical decisions.	-.055	.117	-.107	-3.467	.001
15. Student groups should campaign against examination malpractice on and off school to motivate others to consider the moral and ethical consequences of partaking in examination malpractice.	.393	.138	.390	2.854	.005
16. Searching students thoroughly before they enter the exam hall. Apart from photographs, finger prints on certificates should be used for identification.	.152	.052	.151	2.940	.003
17. Increasing the number of invigilators and supervisors in exam halls. Exam officers, vice principals and principals must occasionally visit exam halls to observe what is taking place.	.078	.033	.147	2.364	.018
18. Increasing the number of supervisors in exam halls from the Ministry of Education to observe what is taking place.	-.051	.028	-.094	-2.807	.004
19. Making holidays greater in number but reduced in length so that students are not so reluctant to resume their studies after extended holidays.	.070	.119	.133	3.584	.000
20. Qualified teachers are brought into their fields. In this way teachers will be provided with methods that will help them finish the syllabus for a particular term or at least cover a large part of it.	-.382	.141	-.371	-2.711	.007

Table 4 shows regression analysis of methods of curbing the menace caused by social media and examination malpractices in secondary schools in Rivers State. Data in the ANOVA showed ($F = 22.862$, $p\text{-value} = .000$) and the Coefficients (the highest $t\text{-value}$ 10.037 and the lowest $t\text{-value}$ of .000; with the highest $p\text{-value}$ of .018 and the lowest at .000). These results revealed that significant relationship between the methods of curbing the menace caused by social media and examination malpractices in secondary schools in Rivers State. Thus, hypothesis two was rejected.

Summary of Finding

- Social media enhance examination malpractice among secondary school students in Rivers State.
- Suggestions on curb the menace of social media propelled examination malpractices in Rivers State.
- There is significant relationship between the use of social media and examination malpractices among secondary school students in Rivers State.
- There is significant relationship between the methods of curbing the menace caused by social media and examination malpractices in secondary schools in Rivers State.

DISCUSSION

Use of Social Media and Examination Malpractice among Students

Examination malpractice, in all its forms, arguably constitutes the greatest threat to the present day integrity and success of the Nigerian education system. Unlike its traditional manifestations (copying from a neighbour's work or from notes or a text book), examination malpractice today has become much more institutionalized and often involves the bribery or harassment of exam officials. The frequency of malpractice means that poorly prepared students are often promoted to higher levels of education and positions of employment, while prepared and qualified students are overlooked.

Researchers and authors have variously defined examination malpractice. For most, examination malpractice is a situation in which students go into the examination hall equipped with various items or methods (including social media) that enable them to secure higher test results than their own preparation and knowledge would warrant. It can be thought of as engaging in, either directly or indirectly, covertly or overtly, in any act that may benefit or give undue advantage to oneself through deceit and fraud before or after an examination.

Examination malpractice has long graduated from the traditional peeking at a neighbour's work or copying from text books, notes sheets or desks to a more advanced and organised system of buying questions from examination bodies or corrupt bank officials entrusted with the safe-keeping of question papers to the use of social media to perfect its practices.

The findings in this study is in line with Nwadiani (2005) and Ololube (2011) when they noted that unfortunately, 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.

Facebook, Twitter, Viber, Instagram, including Twoo, Eskimi and their likes have become very useful for the Nigerian secondary school students. All that is needed is a proper knowledge of the usability of the particular medium to be used. And the candidate goes to sleep. Some of the candidates who use social media for examination malpractices are successful and happy while others are mourning their failure. While the circle goes on, students go further into higher institutions becoming a general embarrassment to the nation extremely poor performances in examinations and academic works. Such is the pathetic tale of the sliding fortune of education now attracting lamentation from every part of the country and among stakeholders (Ololube, 2012).

Curbing the Menace of Social Media in Examination Malpractices

This section's results revealed that significant relationship exist between the methods of curbing the menace caused by social media and examination malpractices in secondary schools in Rivers State. This result is in line with Annan (2005), Nuraini (2010) and Ololube (2012), who agree that some solutions to examination malpractice include:

Teachers being trained properly in their fields: In this way teachers will be provided with methods that will help them finish the syllabus for a particular term or at least cover a large part of it. Adequate training should also develop in teachers the right attitude towards their work as well as a professional commitment to, and efficiency in, their job performance.

Making holidays greater in number but reduced in length so that students are not so reluctant to resume their studies after extended holidays.

Increasing the number of invigilators and supervisors in exam halls. Exam officers, vice principals and principals must occasionally visit exam halls to observe what is taking place. Ensuring the correct practice of continuous assessment. This will help to reduce examination malpractice as up to forty percent of school marks can be derived from various assessments including projects and assignments before actual examinations.

Increasing the number of invigilators and supervisors in exam halls. Exam officers, vice principals and principals must occasionally visit exam halls to observe what is taking place. In this way, they will help to detect any inappropriate exam behaviour.

Searching students thoroughly before they enter the exam hall. Apart from photographs, finger prints on certificates should he used for identification.

Student groups should campaign against examination malpractice on and off campus to motivate others to consider the moral and ethical consequences of partaking in examination malpractice.

Parents must ensure the ethical training of their children so that children enter into schools and exam halls with strong beliefs about making sound ethical decisions.

Employers must be bold and motivated enough to verify the certificates of their prospective employees as experience has shown that some certificates are being forged.

Seminars should be organised at various levels of the educational systems to inform all stakeholders on the means and consequences of examination malpractice. Print and electronic media should be used for this purpose and as campus campaigns held to reinforce the importance of proper examination practices.

There should be a reduction in emphasis on certificates Too much emphasis on certificates encourages people to acquire these certificates at all costs. The use of certificates as a major or sole criterion for employment increases the need to acquire them through any means.

Examination malpractice is an offence punishable by law. Strict enforcement of the law will help in the eradication of examination malpractice as it will deter those who might be tempted to commit the offence.

CONCLUSION

This research has outlined the use of social media and the complex role it plays in students' learning and academic performance. The joy and enthusiasm observed in this study led the researcher to think that using social media teaching and learning process may be a very good course of action, not only because the students will enjoy the instructional activities, but because they are valuable factors that will enhance the intellectual growth of the students. However, the menace of social media on examination malpractice

calls for the need to curb the ugly trend. From the study, it was gathered that social media is good for teaching and learning but the menace of it is bad.

The use of social media on teaching and learning are important factors in in students' educational development. Urgent actions are required to curb the menace of social media before it goes out of hand. Thus, the correct use for social media may lead to high intellectual capacity.

Recommendations

This study recommends that:

- Since social media enhance examination malpractice among secondary school students in Rivers State, students should not be allowed to use or bring phones inside the examination halls;
- This study has suggested a number of ways on how to curb the menace of social media propelled examination malpractices in Rivers State. The Ministry of Education should ensure that offenders are punished.

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