

FRUSTRATION AS A CORRELATE OF EXAMINATION MALPRACTICE PRONENESS AMONG SECONDARY SCHOOL STUDENTS IN ENUGU STATE, NIGERIA

Animba Ijeoma Evelyn¹; Chukwu Peter Ndubisi² & Nwobodo Patience³

^{1,2}Department of Educational Foundations, Enugu State University of Science and Technology

³Federal College of Education (Technical) Isu, Ebonyi State

Abstract

The purpose of this study was to investigate frustration as correlate to examination malpractice proneness among secondary school students in Enugu state. Correlation design was adopted for the study. It was guided by two research questions and hypotheses respectively selected from some frustration triggers like overloaded curriculum, inadequate use of instructional material, incorrect teaching method, over certification and societal value system. The population for the study consisted of all the 15,150 senior secondary school three (SS3) in the 289 public secondary schools in both urban and rural locations of Enugu State. The schools were managed by Post Primary School Management Board. The sample for the study was 600 senior secondary school three (SS3) students. Purposive and simple random sampling technique were used to draw the sample. The instruments for data collection were researcher constructed scale for examination malpractice proneness and frustration scale. The instruments were validated by three research experts from Educational Psychology and Measurement and Evaluation from Enugu State University of Science and Technology. Reliability coefficients of 0.79 and 0.78 were obtained respectively using Cronbach Alpha. Pearson product moment correlation was used to answer the research questions while test of hypotheses was analyzed using T-test at 0.05 level of significance. Major findings of the study indicated that frustration have both strong and weak correlation on examination malpractice proneness. There was no significant difference in relationship between frustration and examination malpractice proneness among rural and urban secondary schools students in Enugu State. It was recommended among other things that frustration triggers should be modulated in order to reduce examination malpractice proneness among secondary school students in Enugu State.

Keywords: Frustration, examination, malpractice, proneness, secondary school students

Introduction

Education is a process through which individuals develop according to their talent, discover their potential, solve personal need with creativity and capability as well as create value for themselves. This means that people can engage in educational experiences in order to satisfy their curiosity, interest, skill and personal development (Onyibe, Uma and Ibina, 2015). Hence education is a process of living grounded in a desire that all may flourish and share in life and not necessarily a preparation for future living (Animba, 2020). However, as a veritable tool for national development, education lacks meaning without examination. This is because examinations are important tools for determining mastery, level of knowledge, academic achievement and standard of education. Therefore, in order to have a valid assessment and evaluation of academic achievement of educational goal and objective, there is need to have a reliable educational system dependent on an effective examination system as a fundamental component of teaching and learning. A reliable educational system involves periodic assessment and evaluation in the form of test, project, practical or examinations in order to ascertain the level of achievement of knowledge and student competence (Taminu, 2015). The aforementioned examination is expected to cover all

aspect of curriculum, provide the teacher with information about what a student knows, can do, misunderstand, and needs. At the end of every examination, marks are awarded to participating student with the aim of helping them understand their level of knowledge, skill, mastery over subject, strength and weakness for future improvement and learning. However, due to the importance of examination in academic activities, some students may resort to the path of least expectancy in order to achieve academic success and progress hence examination malpractice.

Examination malpractice is any action carried out by stakeholders such as educational administrators, teachers, parents and students that is likely to render examination ineffective or useless (Bruno and Obidigbo, 2013). It is a dishonest practice by a student in order to gain undue advantage in any form of assessment be it test, classwork and examination. Examination malpractice proneness is the susceptibility and inclination of educational stakeholders to gain undue advantage before, during and after examination (Animba, 2020). Examination malpractice proneness in Nigeria is not only worrisome, but frightening to teachers and school administrators as well as various interest groups like parents, government and the society in general. This is because with its practice becoming more sophisticated and institutionalized, it has become a big threat to the foundation of the country's educational system. This is because students have abandoned the rigors of study and depend instead on fraudulent means of passing examination thereby resorting to the use of shortcut and dubious ways in achievement of examination success. The situation is so ugly that one hardly read newspapers, watch televisions, attend conferences or read through the internet without coming across issues bordering on examination malpractice. This menace is beyond having qualified teachers, teachers being able to cover their curriculum and scheme of work, internal and external supervision/inspection, teachers' welfare, lack of instructional materials and lack of teachers amongst others. This is because despite the many efforts being put forward by different governments in Nigeria, researchers, school authorities and examination body in order to eradicate this malady, examination malpractice proneness is becoming more prevalent and alarming. With different innovation from technology, examination malpractice proneness in Enugu State is also fanned indicating a serious breakdown in the cultural structure of the society. Furthermore investigation by the researcher on some of the secondary schools under study, revealed that most secondary schools in the Enugu State have alternatively become centers of excellence (miracle center) where students can register especially for external examinations like National Examination Council (NECO), West Africa Examination Council (WAEC), National Business and Technical Examination Board (NABTEB) and subsequently determine the number of alphas and credit they want with assurances that their expectations are met at the end of the examination. This is also evident in the rush to rural secondary schools in the state for external examinations where students practice different form of examination malpractice with different aggressive means in order to achieve success.

Similarly examination bodies contribute to malpractice proneness by rewarding cheating during examination through lack of failure to penalize cheaters (Osuji, 2020). It is factual that examination malpractice proneness is gradually becoming norm of Nigeria's educational system with evidences of malpractice proneness in primary, secondary and tertiary institutions. As a cancer of the society, examination malpractice proneness portends doom for future generation and society. This is because examinations infested with malpractice surely generates wrong data which will equally lead to poor decisions that will negatively affect learners, teachers, educational system and the society in general (Osuji, 2020). Statistics revealed that in 2018, out of 1,572,396 candidates that sat for WAEC, 102,058 results were withheld over exam malpractices, while in 2019, out of

1,590,173 candidates, 180, 205 results were seized as well as 215,149 results out of 1,538,445 candidates that sat for 2020 examination (Erenke, 2020).

Enugu State like other states in South-East Nigeria, has its fair share of examination malpractice offences like examination by proxy, attempt to cheat, forceful entrance, tampering with examination documents and smuggling of mobile phones into the examination halls during examination. Previous studies aforementioned above in examination malpractice proneness identified many social, cultural and economic factors associated with students or in predicting student's tendency to engage in examination malpractice, however the issue is becoming more worrisome with students more daring and innovative in malpractices. This could be partly due to the fact that good students are discouraged and frustrated from studying hard as evident in cumbersome curriculum, over certification by institutions and national work force, lack of instructional materials in teaching some subject especially practical subjects, incorrect teaching method and quest to succeed by all means and societal values or attempt to join the bandwagon in order to become successful in examination because they see others get away with corrupt behaviors. This could be also be attributed to the fact that most student who cheat in examination get rewarded with good grade and even when caught wriggle their way out while students with great brains are denied admission to higher institutions of learning because of low grade, regarded as never do well as well as under achievers (Olateju, 2014). Frustrated students may thus resort to malpractice since their academic expectation and gratification could not be attained by simply reading their books or studying very hard.

Frustration is a negative emotion rooted in disappointment as a result of limitation, failure, exclusion and insecurity when a wish collides with an underlying reality (Yakubu and Idoko, 2019). It is derived from a Latin word "*frustra*" which means in vain. Literally, frustration simply means an irritable distress in response to unresolved situations. It is an important psychological source of aggressive behaviour as it elicits negative effect which signals that interest and interaction must be adjusted with emotional tension or arousal to instigate defensive or aggressive behavioral response. Therefore, people strive to reduce or eliminate the blocking agent or circumstance revolting against the source they felt blocked their chances of getting what they desired. Frustration triggers are sometimes accompanied by aggression. Student's awareness of the high rate of failure recorded from WAEC, NECO and NABTEB and the problem it creates for those who want to further their education, employment value, social branding by parents and relatives as failures, and loss of confidence may serve as frustration triggers. Thus, students engage in examination malpractice in order to meet up with societal standard, please parents and get admission into higher schools as the norm is no longer about qualitative education but the number of passed After cues trigger the frustration mode, the way one sees the world as well as feel about the world changes. The energizing effects of frustration can thus catalyze a broad range of processes which may be positive like motivating a student to study harder, read more, listen during lesson and make constructive effort to understand lessons. It can also be negative leading to aggressive behaviours in the classroom as well as during examination. Therefore, frustration triggers in examination are the most often factors causing strong emotional reaction of fear or worry in a student resulting in a student using under handed means during and after examination. The frustration triggers to be considered in this research work include: cumbersome curriculum, inadequate use of instructional material, societal value, incorrect teaching method and over certification.

Overloaded curriculum refers to a curriculum burdened with subjects and topics that are unrelated to some vocation and career choice. Because these subjects must be passed for

qualification into higher learning; they are taught and subsequently written by students. However, if school subjects and topics are strictly planned by curriculum planners according to their relativity to students chosen career, examination malpractice proneness may be greatly reduced (Ekpo, 2014).

Inadequate use of instructional materials according to Basiruyu (2016), is like going to the farm without farm implement. This is evident in the number of instructional materials in public secondary school where learning occurs with little or no instructional material to aid retention and recall. Instructional materials are needed in order to promote teacher's efficiency and improve student's performance. Therefore, if there are adequate instructional material in public secondary school for learning, frustration from examination malpractice proneness may be greatly reduced. A teaching method comprises of all the principle and method used by teachers in order to bring about effective learning. Every subject has an appropriate teaching method suitable for its presentation in order to make the learning material effective as well as foster learner's interest (Uda, 2013). Therefore, inappropriate teaching method is the opposite of the aforementioned and capable of causing frustration, loss of interest and anxiety amongst students. Hence in order to reduce examination malpractice proneness, inappropriate teaching method must be worked on. High premium on certificate simply means that certificate is majorly one of the ways of measuring success. This occurs when certificate serves as the only means of assessment and academic success (Njoku, 2018). This results to the negating of practical and vocational learning. When a particular society is fixated on certificate, it may take away its core value on education while placing students on pressure to present a good certificate. Therefore, if high premium on certificate is minimized, frustration to get certificate by all means will be greatly reduced as well as examination malpractice proneness. The values of a society have a correlation with the behaviour evident in that society (Ayanniyi and Anya, 2017). Success in exam overtime has become a do or die affair because failure is always discouraged while success is celebrated irrespective of its means. This encourages frustration amongst students whose behaviours are modeled according to the dictates of the society. Therefore, if the value system of a society changes towards examination and certificate, it will definitely affect examination malpractice proneness.

The effect of examination malpractice and examination malpractice proneness is so enormous on students, parents, society, educational system and examination bodies such that it raises questions on the credibility and validity of different certificate awarded by Nigerian examination bodies and institutions of learning. This being the case, it promotes mediocrity, fosters laziness and lack of critical thinking, impair efficiency and endanger the intellectual abilities of the younger generation. Although strategies and studies have been explored and adopted for addressing examination malpractice proneness, no strategy to the knowledge of the researcher is targeted towards addressing frustration among secondary school students in Enugu State. This calls for a serious concern as the gap created by this is long overdue. It is also noteworthy to understand that frustration is a serious psychological issue that has the ability to distort academic excellence necessary for achievement of the aims and objectives of secondary school education in Enugu State. The need to explore various strategies for addressing frustration indices hindering effective examination practice in secondary school becomes imperative.

Theoretical Framework

The essence of theoretical framework in a study of this nature was to establish scientific justifications why certain phenomenon occur as it were with possibility of empirical verification hence the theoretical framework of this study was based on the following theories: Frustration-

Aggression and Social Learning theories Frustration- Aggression theory as proposed by Miller Bolard (1939) posits that aggression is always the consequences of frustration. Hence a student becomes prone to examination malpractice, in order to reduce the frustration felt. According to Ajayi and Nwogwugwu (2014), people are motivated to engage in examination malpractice through a drive induced by frustration hence frustration arises when goal attainment is blocked. Social Learning Theory as theorized by Bandura (1965) posited that frustration is a response to painful events as reinforced by imitation and modelling. According to this theory, the likelihood that a given behavior will occur in a specific social situation depends on observation, modeling and imitation ability of the individual in a social situation, the expectancies concerning the outcome of the behavior and the reinforcement value the individual attach to such outcomes. Therefore, the two theories were able to explain the reason students are prone to examination malpractice. This they do because they want to remove the assumed stumbling block they feel through frustration such as overloaded curriculum and over certification amongst others.

Statement of the problem

Examination malpractice proneness is a pre-requisite for other aggressive behavioural problems for a student hence should not be treated with kid's glove. This is because of its tendency to destroy the physiological and psychological development of the student leading to loss of interest in academics and psychopathy Examination is the foundation of teaching and learning therefore, when it becomes a threat to students, has the capacity to destroy every aspect of their lives. Therefore, the high premium on certificate, overloaded curriculum and other frustration triggers makes learning less fun and interesting leading to various degrees of depression. Hence the purpose of this study was to investigate frustration as a correlate to examination malpractice proneness among secondary school students in Enugu State.

Research Questions

1. What is the relationship between overloaded curriculum and examination malpractice proneness among secondary school students in Enugu State as indicated by the correlational index?
2. What is the relationship between inadequate use of instructional materials and examination malpractice proneness among secondary school students in Enugu State as indicated by the correlational index?
3. What is the relationship between high premium on certificate and examination malpractice proneness among secondary school students in Enugu State as indicated by the correlational index?
4. What is the relationship between incorrect teaching methodology and examination malpractice proneness among secondary school students in Enugu State correlational index?
5. What is the relationship between societal value system and examination malpractice proneness among secondary school students in Enugu State as indicated by the correlational index?

Hypotheses

H₀₁: The relationship between overloaded curriculum and examination malpractice proneness among urban and rural secondary school students in Enugu State is not significant.

- H₀₂:** The relationship between inadequate use of instructional material and examination proneness among urban and rural secondary school in Enugu State is not significant.
- H₀₃:** The relationship between high premium on certificate and examination malpractice proneness among urban and rural secondary school students in Enugu State is not significant.
- H₀₄:** the extent of correlation between incorrect teaching methodology and examination malpractice proneness among secondary school students in Enugu State does not significantly depend on the location of schools.
- H₀₅:** The extent of correlation between societal value system and examination malpractice proneness among secondary school students in Enugu State does not significantly depend on the location of schools.

Methods

The study design was correlation survey. Nworgu (2015) noted that this type of study seeks to establish what relationship exists between two or more variables. The area of the study was Enugu State made up of six educational zones of Awgu, Enugu, Obollo, Udi, Agbani and Nsukka. The population for the study consists of 15,150 senior secondary III (SS 3) students in the 289 public secondary schools in Enugu State. A sample of 600 senior secondary school three (SS 3) students selected using simple random and purposive sampling. Data were collected with researcher structured instrument on examination malpractice proneness and frustration. Instrument was validated by three experts (Educational Psychology and Measurement and Evaluation) from Enugu State University of Science and Technology whose inputs were incorporated before the final copies were administered. Reliability test showed significant relationship between examination malpractice proneness and frustration at overall reliability of 0.78. Method of data collection was face-to-face administration and collection by the researcher and two research assistants (teachers) after every rating was completed immediately by the respondent. Research questions were answered with Pearson Product Moment Correlation while t-test was used to test the hypotheses

Research Question One: What is the relationship between overloaded curriculum and examination malpractice proneness among secondary school students in Enugu State?

Table 1: correlation analysis for the relationship between overloaded curriculum and examination malpractice proneness among secondary school students in Enugu state

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
Overloaded Curriculum	600	23.30	58.77			0.1045	low correlation
Examination Malpractice Proneness	600	30.07	91.15	70.42	0.0975		

The result in Table 1 indicate the calculated r-value of 0.0975 at 0.05 level of significance. This result therefore shows that overloaded curriculum has a low correlation with examination malpractice proneness. Simply put, there is a low relationship between overloaded curriculum and examination malpractice proneness among secondary school students in Enugu state.

Research Question Two: What is the relationship between inadequate use of instructional materials and examination malpractice proneness among secondary school students in Enugu State?

Table 2: correlation analysis for the relationship between inadequate use of instructional materials and examination malpractice proneness among secondary school students in Enugu state

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
Inadequate use of instructional materials	600	20.99	47.47	63.80	0.4336	0.1045	High correlation
Examination malpractice proneness	600	30.07	91.15				

The result in Table 2 indicate the calculated r-value of 0.4336 at 0.05 level of significance. This result therefore shows that inadequate use of instructional material has a high correlation with examination malpractice proneness. Simply put, there is a high relationship between Inadequate Use of Instructional Materials and examination malpractice proneness among secondary school students in Enugu state.

Research Question Three: What is the relationship between high premium on certificate and examination malpractice proneness among secondary school students in Enugu State?

Table 3: correlation analysis for the relationship between high premium on certificate and examination malpractice among secondary school students in Enugu state

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
High premium on certificate	600	32.09	104.22	96.54	0.9923	0.1045	High correlation
Examination malpractice proneness	600	30.07	91.15				

The result in Table 3 indicates the calculated r-value of 0.9923 at 0.05 level of significance. This result therefore shows that high premium on certificate has a high correlation with examination malpractice proneness. Simply put, there is high relationship between high premium on certificate and examination malpractice proneness among secondary school students in Enugu state.

Research Question Four: What is the relationship between incorrect teaching method and examination malpractice proneness among secondary school students in Enugu State?

Table 4: correlation analysis for the relationship between incorrect teaching method and examination malpractice proneness among secondary schools in Enugu state

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
Incorrect teaching method	600	20.53	46.20	62.93	0.6957	0.1045	High correlation
Examination malpractice proneness	600	30.07	91.15				

The result in Table 4 indicate the calculated r-value of 0.6957 at 0.05 level of significance. This result therefore shows that incorrect teaching method has a high correlation with examination malpractice proneness. Simply put, there is a high correlation between incorrect teaching method and examination malpractice proneness among secondary school students in Enugu state

Research Question Five: What is the relationship between societal value system and examination malpractice proneness among secondary school students in Enugu State?

Table 5: correlation analysis for the relationship between societal value system and examination malpractice proneness among secondary school students in Enugu state

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
Societal value system	600	21.79	50.42	65.92	0.2711	0.1045	High correlation
Examination malpractice proneness	600	30.07	91.15				

The result in table 5 indicate the calculated r-value of 0.6957 at 0.05 level of significance. This result therefore shows that incorrect teaching method has a high correlation with examination malpractice proneness. Simply put, there is a high relationship between societal value system and examination malpractice proneness among secondary school students in Enugu state.

Hypothesis 1: The relationship between overloaded curriculum and examination malpractice proneness among urban and rural secondary school students in Enugu State is not significant.

Table 8: t-test analysis on hypothesis 1

Group	N	$\bar{x}$	SD	t-calculated	t-critical	Remark
Urban	300	1.82	0.25	0.55	1.96	Not significant (Do not reject hypothesis)
Rural	300	1.77	0.34			

From Table 8, t-calculated (0.55) is less than t-critical (1.96). Hence, at .05 significant level, the mean ratings of the two groups (urban and rural) do not differ significantly. Consequently, hypothesis one is not rejected as stated, implying that the relationship between overloaded curriculum and examination malpractice proneness among secondary school students in Enugu State does not significantly depend on the location of schools.

Hypothesis 2: The relationship between inadequate use of instructional material and examination malpractice proneness among urban and rural secondary school students in Enugu State is not significant.

Table 9: t-test analyses for hypothesis 2

Group	N	$\bar{x}$	SD	t-calculated	t-critical	Remark
Urban	300	3.81	0.26	0.23	1.96	Not Significant (Do not reject hypothesis)
Rural	300	3.82	0.34			

From Table 9, t-calculated (0.23) is less than t-critical (1.96). Hence, at .05 significant level, the mean ratings of the two groups (urban and rural) do not differ significantly. Thus, hypothesis two is not rejected as stated, implying that the relationship between inadequate use of instructional

materials and examination malpractice proneness among secondary school students in Enugu State does not significantly depend on the location of schools.

Hypothesis 3: The relationship between high premium on certificate and examination malpractice proneness among urban and rural secondary school students in Enugu State is not significant.

Table 10: t-test analyses for hypothesis 3

Group	N	$\bar{x}$	SD	t-calculated	t-critical	Remark
Urban	300	3.63	0.23	0.30	1.96	Not significant (Do not reject hypothesis)
Rural	300	3.62	0.20			

From Table 10, t-calculated (0.30) is less than t-critical (1.96). Hence, at .05 significant level, the mean ratings of the two groups (urban and rural) do not differ significantly. Therefore, hypothesis three is not rejected as stated, implying that the relationship between high premium on certificate and examination malpractice proneness among secondary school students in Enugu State is not significantly dependent on location of school.

Hypothesis 4: The relationship between teaching method and examination malpractice proneness among urban and rural secondary school students in Enugu State is not significant.

Table 11: t-test analyses for hypothesis 4

Group	N	$\bar{x}$	SD	t-calculated	t-critical	Remark
Urban	300	3.70	0.32	0.49	1.96	Not Significant (Do not Reject hypothesis)
Rural	300	3.65	0.32			

From Table 11, t-calculated (0.49) is less than t-critical (1.96). Hence, at .05 significant level, the mean ratings of the two groups (urban and rural) do not differ significantly. Thus, hypothesis four is not rejected as stated, implying that the location of schools is not significant to the relationship between incorrect teaching method and examination malpractice among secondary school students in Enugu State.

Hypothesis 5: The relationship between societal value system and examination malpractice proneness among secondary school students in Enugu State is not significant.

Table 12: z-test analyses for hypothesis 5

Group	N	$\bar{x}$	SD	t-calculated	t-critical	Remark
Urban	300	2.93	0.22	0.44	1.96	Not significant (Do not reject hypothesis)
Rural	300	2.87	0.27			

From Table 12, t-calculated (0.44) is less than t-critical (1.96). Hence, at .05 significant level, the mean ratings of the two groups (urban and rural) do not differ significantly. Therefore, hypothesis five is not rejected as stated, indicating that the relationship between societal value system and examination malpractice proneness among secondary school students in Enugu State is not significantly dependent on the location of school.

Discussions

The findings of this study revealed high correlation between overloaded curriculum and examination malpractice proneness among secondary school students, the findings of this study indicates a high correlation while the hypothesis indicated that there is no significant difference between the variables based on location of school. Simply put, overloaded curriculum

has high relationship with examination malpractice proneness among secondary school students in Enugu State as well as no significant relationship between rural and urban schools. This finding agrees with the findings of Ezemba, Ogbuanya, Anyakoro & Obioma (2021) who reported in their studies that overloaded curriculum and syllabus contributes to examination malpractice proneness in their various states. Contrarily, the findings of this study contradicts the findings of Udoh (2013) who found that curriculum has never been the issue with examination rather teachers attitude to curriculum. He stated further that if schools were unable to cover the prescribed syllabus due to unserious attitude from teachers with lessons presented in extensive and abstract manner; students become frustrated and more prone to cheat during examination.

On correlation between inadequate use of instructional materials and examination malpractice proneness, the findings of this study revealed that there is a high correlation between inadequate use of instructional material and examination malpractice proneness. Simply put, inadequate use of instructional materials has a high correlation on examination malpractice proneness among secondary school students. Location of schools does not significantly influence the relationship too. This finding agrees with the findings of Okafor (2021) who reported in their studies that inadequate instructional materials during teaching and learning promotes examination malpractice proneness in secondary schools. However, the finding of this study contradict the findings of Oche (2012) who found inadequate use of instructional materials does not promote examination malpractice proneness rather fear of failure and laziness by students.

On correlation existing between high premium on certificate and examination malpractice proneness, the findings of this study revealed a high correlation. Simply put, high premium on certificate has high relationship with examination malpractice proneness among secondary school students. Finding from the hypothesis also showed that the correlation between high premium on certificate and examination malpractice proneness among secondary school students does not significantly depend on the location of schools. This finding agrees with the findings of Njoku (2018) who reported in their studies that high premium on certificate promoted examination malpractice proneness. On the other hand, the finding of this study disagrees with the finding of Danladi, Yakubu and Sani (2021) who found that there was significant differences between urban and rural schools on how high premium in certificate relates to examination malpractice.

On correlation between incorrect teaching method and examination malpractice proneness, the findings of this study revealed that there is a high correlation. Simply put, incorrect teaching method has high relationship with examination malpractice proneness among urban and rural secondary school students. This finding agrees with the findings of Ampofo (2020) who in reported in their studies that incorrect teaching method contribute to examination malpractice proneness. Contrarily, the finding of this study contradicts that of Makaula (2018), who found that student's laziness and inadequate coverage of syllabus are triggers of examination malpractice not incorrect teaching method. More so, the findings of this study is in sharp contrast with those of Rodrigues, Costa, Silva, Mariano and Filho (2020) who found that there is significant differences between urban and rural schools as it concerns teaching method. This is because urban schools are careful of how teaching are done as a result of supervision unlike rural schools.

On correlation between societal value system and examination malpractice proneness, the findings of this study revealed high correlation. Simply put, societal value system has high relationship on examination malpractice proneness among urban and rural secondary school students. Moreover, there is no significant difference between the variables in urban and rural secondary schools in Enugu State. This finding agrees with finding of Ayanniyi & Anya (2017)

who reported in their finding that societal value system contributes to examination malpractice proneness. However, the finding of this study contradicts the findings of Anierobi, Nwiko, Okeke & Unachukwu (2018) who found that peer influence and self-esteem relate more to examination malpractice than societal value system. More so, the findings of this study is in sharp contrast also with those of Atanda and Adeleye (2020) who found that there was significant relationship between rural and urban schools on societal value system and examination malpractice.

Conclusion

Frustration triggers like overloaded curriculum, lack of instructional materials in teaching, in correct teaching method, over emphasis on certificate and erosion of societal appreciation of hard work for path of least expectancy has disastrous consequences on the physical, social and psychological fabric of the educational system thereby renders the credibility of Nigerian certificate useless. Examination malpractice proneness evidently fanned through these trigger evidently renders the spirit of perseverance, resilient and hard work void. Hence every student wants to succeed irrespective of the means of achievement. Therefore, it is imperative that an emergency is declared in the state educational system especially in the face of technological innovations in order to reduce examination malpractice proneness.

Recommendation

Based on the findings of the study, the following recommendations were made:

1. Frustration should be taken seriously among secondary students if indeed the state is ready to reduce examination malpractice proneness in schools.
2. Government and churches should organize programs aimed at sensitizing parents and caregivers on the importance of hard work, perseverance and demerit of path of least expectancy. For example, during mother's annual August meeting, qualified, experienced and proven psychologist should be invited to educate church members on the need for good and proper parenting, good value system and cognitive restructuring of children's mindset.
3. Educational psychologist and school counsellors should give adequate attention to school counselling. This will create awareness among students on the dangers of examination malpractice on them and the society at large. This will help students adjust to a more proactive form of studying, hard work and perseverance.
4. School counsellors should identify at risk students from the parents and guardians susceptible of frustration and negative influence and offer appropriate therapy.
5. Parents in collaboration with the church should engage in conscious effort to offer quality discipleship training for children, teenagers and youth to help them grow into responsible adult and future parents.
6. Examination malpractice is a crime no matter who committed it and should be treated as such with appropriate punishment for offenders. Therefore, examination malpractice should not be treated with kid's gloves so that it would serve as deterrent to others.

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