

Research Article



## Perceptions of Teachers Regarding Malpractices in Examination at Secondary School Level



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- **To Cite:** Ahmad, W. (2022). Perceptions of Teachers Regarding Malpractices in Examination at Secondary School Level. *Qlantic Journal of Social Sciences*, 3(2), 55-63. <https://doi.org/10.55737/qjss.549970449>

### Abstract

*The present study sought to identify the external factors responsible for examination malpractices at the secondary school level and find out the internal factors responsible for examination malpractices at the secondary school level. All 1310 Teachers serving in 74 Public High Schools for Boys in district Swabi constituted the population of the study. The researcher selected 100 teachers from 20 public high schools for boys in Swabi. Purposive sampling techniques were used for sample selection. The research instrument used for collecting data was a closed questionnaire. The researcher arranged the data in a systematic way and organized it in table form. After, expressing in percentages the data was analysed. Findings the study concluded that most of the participants respond that parents' wishes of obtaining high grades for their children are responsible for promoting malpractices in the examination. The majority of the respondents revealed that the culture of getting higher grades for taking admission to renowned colleges compels the children to involve in examination malpractices. Maximum number of the subjects respond that socio-economic class differences are responsible for promoting malpractices in the examination. Most of the respondents viewed that the competition among private sector schools for getting a maximum number of admissions in classes 9th and 10th is responsible for promoting malpractices in the examination.*

### Key Words

Teachers, Malpractices, Secondary School Education, Education, Students

### Introduction

National development now uses education as a tool. A solid educational foundation is essential to advancing any society's technological, social, and physical facets. To prepare students to meet the difficulties of society, the government created educational institutions around the nation (Elmurod, 2021). In Pakistan, one of education's objectives is to prepare students for future challenges and help them grow so they can meet the country's labour demand (Rehmani, 2003). In educational institutions, students receive counselling in addition to instruction to help them develop the necessary skills and advance their knowledge. A test is aimed to determine if pupils have met the learning objectives that have been established for them in order to develop their knowledge and abilities (adeqoke, 2010). Schools are required to administer exams on school grounds in the early grades and assess pupils' performance. Students take standardised tests when they are in higher grades. Examinations are used to assess how much a candidate has

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learned about a subject matter in a particular field of study. They are formal tests of a person's knowledge or aptitude in a topic, often through answering questions or performing practical activities. In the past, kids would hide their behaviour, but now they freely declare it (adeqoke, 2010).

Exams are very crucial for our society as well as our educational system (Amadi & Opuiyo, 2018). In Pakistan, many authorities hold several types of exams, such as CSS exams, entrance exams, lower and upper school certificate exams, diploma or degree exams, etc. Students must pass an exam they took in order to graduate (Rehmani, 2003). Today's students, nevertheless, have a number of options for succeeding in these tests, one of which is to cheat by copying from others or leaking exam materials (Birks et al., 2020).

Exam malpractice is described as a deliberate deviation from the rules of the test with the goal of unfairly favouring or disadvantaging a candidate. Examining improperly is defined as "any sort of misconduct that results in the alteration of or a tempering with the prescribed means of conducting the examination in any particular system," by Amadi and Opuiyo (2018). He added that "examination malpractice is a serious offence that occurs throughout the process of a regular and approved examination" (p. 13).

Exam cheating becomes a serious problem in the country. Before the introduction of schools in the western sense, traditional education was based on experience and practice. The training was straightforward and knowledge was transmitted orally and through practical assessments. The only choices available to students were to memorise, learn by rote, or pay attention (Osadebe & Bini, 2018). Because traditional education placed little to no emphasis on certification, students had the proper attitude toward education, viewing it as a means to an end rather than an end in and of itself. In addition, dishonesty was detested in society at the time, and violators faced severe penalties (Udoh, 2011).

The reliability of the Pakistani educational system is frequently questioned. Numerous media outlets broadcast news each year featuring images and videos of students brazenly and openly cheating on purportedly "prestigious" board exams (Khan et al., 2019).

### Statement of the Problem

The present study was designed to explore the perceptions of teachers regarding malpractices in examinations at the secondary school level in Swabi.

### Objectives of the Study

The following objectives were put forward to construct the study.

1. To identify the external factors responsible for examination malpractices at the secondary school level.
2. To identify the internal factors responsible for examination malpractices at the secondary school level.

### Research Questions

The following questions were framed and explored.

1. Which external factors are responsible for examination malpractices at the secondary school level?
2. Which internal factors are responsible for examination malpractices at the secondary school level?

### Significance of the Study

The study will be beneficial for all the stakeholders who belong to the teaching-learning process.

## **Delimitations**

Due to the limited time and resources the study was delimited to teachers of government high schools in tehsil Swabi.

## **Review Of Related Literature**

### **Examination**

Examination is described as a verbal or practical test at a school or a college, particularly a significant one that you must pass to receive a qualification, according to the Oxford Advanced Learners Dictionary of 2000. According to Wikipedia, a test or examination is an evaluation used to gauge a test's knowledge, taker's ability, aptitude, physical fitness, or classification in a variety of other subjects (e.g. beliefs). A test may be given orally, on paper, on a computer, or in a designated location where participants must physically demonstrate a set of skills. A sequence of questions or exercises designed to determine the individual's acquired knowledge and skills are presented to people during an examination, an organised assessment method (Oduwaiye, [2014](#)).

### **Examination Malpractice**

Exam malpractice is defined as any intentional wrongdoing that is contrary to the examination's standards and intended to provide a candidate with an unfair advantage. Exam malpractice, commonly referred to as cheating, is the unethical behaviour that students engage in during tests in an effort to improve their grades by taking shortcuts. Exam malpractice is any act or irregular way of testing applicants that violates the laws and customs governing how exams are conducted. In order to pull off the magic they are accustomed to in every exam, many students have neglected their books, which has caused a great deal of harm to the students. Examinee fraud has received a lot of attention in the Pakistani educational system and is regarded as a significant problem that affects not only exam organisations but also school administrators, the entire educational system, the government, and society at large. According to the West African Examination Council (WAEC) (2003), examination malpractice is any irregular behaviour or act displayed by candidates or anyone responsible for administering the exam in or outside the examination hall, prior to, during, or following the exam with the intention of taking unfair advantage. These anomalies or misconducts frequently involve exams and have increased alarmingly during the past three decades.

The clamour about exam fraud occurring at all levels of Pakistan's educational system is nothing more than a reflection of the decline in the social value system. In Pakistani society, mediocrity is celebrated and dishonesty is seen as savvy. The culture is not interested in learning how a person succeeds. Success is what matters most. In Pakistan, the end actually justifies the means rather than the other way around. In reality, academic misconduct is a form of social injustice and corruption. Students who transfer from primary to postsecondary universities cheat in order to advance from one stage of education to the next, just as politicians manipulate elections in order to maintain their enviable positions of power.

Various types of wrongdoing occur at and near testing locations in an effort to unfairly benefit from the system and "succeed." The situation is made worse by the fact that business establishments in or near schools, parents, teachers, school administrators, and examination officers all collaborate with pupils to commit this wrongdoing. For instance, it is typical to witness up to 5000 people in an examination centre with just 500 candidates during the Board of Intermediate and Secondary Examinations (BISE). The people who aren't taking the test show up to swarm the location and assist those who are taking it. It is more challenging to stop when two or more of these agents cooperate. Due to the impact of collaboration, even the harsh penalties outlined in Act 33 of the 1999 Constitution, which range from the annulment of results to a 21-year prison sentence, have not been able to significantly change the culture of cheating.

(Oduwaiye, [2014](#); Ijaiya, 2004.) The university system uses two main sorts of tests to assess how well students have learned. A semester exam and a continuous assessment test (C.A. Test) are used to evaluate each subject. These two different exam kinds are not exempt from mistakes or abnormalities of any kind. The researcher's goal is to identify the underlying causes of examination fraud, the different types of fraud, and suggested countermeasures to the deplorable trend. Adewale ([2014](#)), Olanipekun ([2013](#)), and Onyechere ([2004](#))

### Examination Malpractice Forms

The following are some examples of examination malpractice that have been documented:

#### Leakage

This indicates that the entirety or a portion of the exam's material is disclosed before the test. Typically, it involves one or more of the exam authority's staff members, printers, proofreaders, and messengers.

#### Impersonation

The place of a candidate who is registered for a specific exam is filled by a person who is not registered. Usually, the chief examiner and the examination supervisor conspire to do this. Students from tertiary institutions regularly take the test in exchange for money or as a favour for a female or boyfriend. The most frequent type of misconduct is probably the smuggling of foreign materials. It has to do with bringing unapproved materials into the test room, such as complete or partial textbooks, answer keys, microchips, and notebooks. Foreign objects are regularly hidden within bras, pants, shoes, and hems, left in the exam room before it opens, fixed there after it closes, or even brought in by test-takers or their assistants.

#### Copying

Copying, with or without authorization, from the work of another applicant.

#### Collusion

Unauthorized information sharing between candidates, typically through the exchange of notes or scripts. The usual causes of this are insufficient desk separation and lax supervision. Makers' malpractice: Intentional manipulation of marks with the goal of boosting or deflating the candidate's initial mark. Candidates or exam administrators can start this (Eze, [2012](#) & Olanipekun, [2013](#))

#### Method and Procedure

##### Nature of Research Study

The present was descriptive in nature and data were collected through a questionnaire to describe their current views about malpractices in the examination of BISE Mardan.

##### Population

All 1310 Teachers serving in 74 Public High Schools for Boys in district Swabi constituted the population of the study.

##### Sample

As there are many schools in the district Swabi and it is difficult to reach every school, the

researcher selected 100 teachers from 20 public high schools for boys in Swabi. Purposive sampling techniques were used for sample selection.

### Research Instrument

The research instrument used for collecting data was a closed questionnaire. The data collection process took about 10 days of visiting each sample school. And administer the questionnaire in person. And then the questionnaire was collected from teachers. The response rate was 100 %.

### Data Analysis

The researcher arranged the data in a systematic way and organized it in table form. After, expressing in percentages the data was analysed.

### Presentation and Analysis of Data

**Table 1**

*Do parents wishes of obtaining high grades for their children responsible for promoting malpractices in the examination?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
		75	75	25	25

Table 1 shows that 75% of the participants respond that parents' wishes of obtaining high grades for their children are responsible for promoting malpractices in the examination.

**Table 2**

*Does the culture of getting higher grades for taking admission to renowned colleges compel children to involve in examination malpractices?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	80	80	20	20

Table 2 shows that 80% of respondents revealed that the culture of getting higher grades for taking admission to renowned colleges compels the children to involve in examination malpractices.

**Table 3**

*Do the socio-economic class differences is responsible for promoting malpractices in examination?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	70	70	30	30

Table 3 described 70% of the subjects' responses that socio-economic class differences are responsible for promoting malpractices in examination.

**Table 4**

*Do the competition among private sector schools for getting the maximum number of admissions in classes 9<sup>th</sup> and 10<sup>th</sup> responsible for promoting malpractices in examinations?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	100	100	0	0

Table 4 showed that 100 % of the respondents viewed that the competition among private sector schools for getting a maximum number of admissions in classes 9<sup>th</sup> and 10<sup>th</sup> is responsible for promoting malpractices in the examination.

**Table 5**

*Do examination supervisory staff responsible for promoting a culture of malpractices in the examination for gaining financial benefits?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	90	90	10	10

Table 5 described that 90 % of the respondents revealed that examination supervisory staff is responsible for promoting a culture of malpractices in the examination for gaining financial benefits.

**Table 6**

*Do outdated curricula responsible for promoting malpractices?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	60	60	40	40

Table 6 indicates 60% of subjects responded that an outdated curriculum is responsible for promoting malpractices.

**Table 7**

*Do traditional methods of teaching responsible for promoting malpractices in examination?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	80	80	20	20

Table 7 elaborated 80% of participants respond that traditional methods of teaching are responsible for promoting malpractices in the examination.

**Table 8**

*Do teachers unable to cover/teach their course in a calendar year a cause of malpractices in the examination?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	75	75	25	25

Table 8 showed 75% of the participants respond that teachers unable to cover/teach their course in the calendar year are a cause of malpractices in the examination.

**Table 9**

*Do the examination pattern is responsible for promoting malpractices in examination?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	77	77	23	23

Table 9 described 77 of the respondents who viewed that examination pattern is responsible for promoting malpractices in the examination.

**Table 10**

*Do traditional paper setting a cause of malpractices in the examination?*

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
	100	83	83	17	17

Table 10 described 83 of the respondents who viewed the traditional paper setting as a cause of malpractices in the examination.

### **Findings**

1. Table 4.1 shows that 75% of the participants respond that parents' wishes of obtaining high grades for their children are responsible for promoting malpractices in the examination.
2. Table 4.2 shows that 80% of respondents revealed that the culture of getting higher grades for taking admission to renowned colleges compels the children to involve in examination malpractices.
3. Table 4.3 described 70% of the subject's responses that socio-economic class differences are responsible for promoting malpractices in examination.
4. Table 4.4 showed that 100 % of the respondents viewed that the competition among private sector schools for getting a maximum number of admissions in classes 9<sup>th</sup> and 10<sup>th</sup> is responsible for promoting malpractices in the examination.
5. Table 4.5 described that 90 % of the respondents revealed that examination supervisory staff is responsible for promoting the culture of malpractices in the examination for gaining financial benefits.
6. Table 4.6 indicate 60% of subjects responded that an outdated curriculum is responsible for promoting malpractices.
7. Table 4.7 elaborated 80% of participants respond that traditional methods of teaching are responsible for promoting malpractices in the examination.
8. Table 4.8 showed 75% of the participants respond that teachers unable to cover/teach their course in the calendar year are a cause of malpractice in the examination.
9. Table 4.9 described 77 of the respondents who viewed that the examination pattern is responsible for promoting malpractices in the examination.
10. Table 4.10 described 83 of the respondents who viewed the traditional paper setting as a cause of malpractice in the examination.

### **Conclusion**

Most of the participants respond that parents' wishes of obtaining high grades for their children are responsible for promoting malpractices in the examination. The majority of the respondents revealed that the culture of getting higher grades for taking admission to renowned colleges compels the children to involve in examination malpractices. Maximum number of the subjects respond that socio-economic class differences are responsible for promoting malpractices in examinations. Most of the respondents viewed that the competition among private sector schools for getting a maximum number of admissions in classes 9<sup>th</sup> and 10<sup>th</sup> is responsible for promoting malpractices in examinations. The majority of the respondents revealed that the examination supervisory staff is responsible for promoting the culture of malpractices in an examination for gaining financial benefits. More than half of the subjects respond that an outdated curriculum is responsible for promoting malpractices. Most of the participants respond that traditional methods of teaching are responsible for promoting malpractices in the examination. The majority of the participants respond that teachers unable to cover/teach their course in the calendar year are a cause of malpractices in the examination. The majority of the respondents viewed that the examination pattern is responsible for promoting malpractices in the examination. Most of the respondents viewed the traditional paper setting as a cause of malpractice in the examination.

### **Recommendations**

The following recommendations are based on the analysis of the findings. The study recommends that: The study's findings suggest that parents may set a good example for their kids by not putting pressure on them or making questionable attempts to help them pass exams.

1. In order to stop cheating, teachers may properly teach their subjects, supervise their pupils, and document instances of cheating.
2. Since each child has unique abilities, students shouldn't be under pressure to earn a distinction.
3. It may be strongly prohibited to switch exam locations or select the location on one's own.

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