



Bribery and Copying during Examination and Students' Academic Performance in Public Senior Secondary Schools in Rivers State

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Abstract

This study investigated bribery and copying during examination and students' academic performance in public senior secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted a correlation research design. The population consisted of 6,893 teachers of public senior secondary schools in Rivers State. The sample size was 2,067 teachers drawn with the use of stratified simple random sampling technique. The instruments for the study were self-structured and titled Bribery and Copying Questionnaire (BCQ) and Students' Academic Performance Questionnaire (SAPQ). These instruments were validated by two experts from the Department of Measurement and Evaluation of Ignatius Ajuru University of Education. The reliability of the instruments analysis is done with the use of Cronbach alpha statistical tool yielded .881. Mean and standard deviation was used to answer the research questions while PPMC was used to test the hypotheses. The result of the study revealed that significant relationship exist between bribery and copying during examination influence students' academic performance in public senior secondary schools in Rivers State. Based on the findings, the study concluded among others that bribery and copying negatively influences students' academic performance. The study therefore recommended among others that the government and educational administrators in River State should ensure that students do not indulge in any form of examination malpractices to ensure that students perform well academically through hard work.

Keywords: Examination Malpractice, Bribery, Copying, Students, Academic Performance, Public, Senior Secondary, Schools, Rivers State.

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INTRODUCTION

Examination has been generally accepted as the best means of assessment. It is a formal test of knowledge or ability. In fact, in a school setting, examination is a means of evaluating the quantity of knowledge a student has acquired within a specific period of time. Adekunle (2003) opined that examination is an instrument used for the assessment of individual skills and knowledge content, both in general and specific area of study. Teaching and learning become more effective when the students are subjected to an examination process to determine the extent to which the students have assimilated the content of the instruction given and the teacher can also assess himself from the performance of the students.

Unfortunately, this important means of assessing students has become ineffective as all forms of malpractice have been introduced into the system. Adesina (2000) traced the history of examination malpractice in Nigeria to 2004. When there was a leakage of the Cambridge examination. Cheating became widespread in schools hence in 2007, the Alexander Commission was set up as a special commission of inquiry to investigate the incidences of malpractice in Nigeria. In 2007, there was a widespread leakage of the West Africa School Certificate Examination questions. Government took it as a challenge to address issues of examination malpractice.

A special conference was held in that regard at Ibadan in 2006. Decrees were promulgated, schools were sanctioned, results cancelled and invigilators arrested all in a bid to curb malpractice. The irony of it all is that despite the several attempts made by school authorities, government agencies, parents and church leaders in trying to concertize the Nigerian students on the evils of examination malpractice, this menace is still in its increase in the various schools. There is the need to find out the causes of examination malpractice in Nigerian schools.

In Lagos State, Nigeria, examinations are either internal or public. Internal examinations are the examinations set by teachers in the form of class tests and end of term examinations. Public examinations on the other hand, are examinations that are conducted in the public interest by recognized examining bodies that were not involved in organizing instruction or preparing students for the examinations (Adeyemi, 2010).

The importance of examinations in the educational system cannot be overemphasized, the instances of malpractices during examinations have been identified (Adeyegbe, 2002). These malpractices include misrepresentation of identity, cheating, theft of other students' work, tampering with the works of others, bringing prepared answers to examination halls, unethical use of academic resources, fabrication of results and showing disregard to academic regulations (Gross, 2003; Owuamanam, 2005). These vices have been regarded as academic misbehaviour capable of truncating an educational system (Glaser, 2002; Ogunwuyi, 2005).

Nwadiani (2005) opined that the process of examinations in Nigeria senior secondary schools has become a contemporary shame. This is because of the phenomenon of examination malpractice that has become endemic in the educational system. The examinations malpractice Act (2009) explained that examination malpractice is an 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 underlining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued. However, the examination malpractices offences are: cheating at examinations, stealing of question papers, disturbances at examination, obstruction of supervision, forgery of result slip, breach of duty, conspiracy and aiding (Jimoh,

2009a). Government, examination bodies and other concerned citizens have made a lot of efforts to forestall the incidences of examination malpractice and the problems associated with the conduct of examinations in Nigeria.

Jimoh (2009b) opined that efforts seem not to have yielded desired results, as incidences of examination malpractice still feature prominently in the school system. Ojuluwon (2006) noted that measures put in place still do not deter people from engaging in examination malpractices. Also, the phenomenon of examination malpractice seems to be aggravated by the large scale and shameful involvement of dishonest and greedy teachers, school heads, parents and all those who take part in examination administration (Ijaiya, 2008 cited in Jimoh, 2009a). The prominence assumed by this malady in the school system has become a source of concern to stakeholders in the education sector. Every examination season witnesses new and ingenious methods of cheating. The examination process has become endangered to the extent that certification has almost lost its credibility in the country. Certificates no longer seem to reflect skill and competence. Accusing fingers have been pointed at school heads, parents, students, examination officials and even security agents as those responsible for examination malpractice via bribery and copying in the school system (Jimoh, 2009b).

Teachers have been variously accused of abating examination malpractice through bribery and copying. Denga and Denga (2008) affirmed that teachers read answers to the students in examination halls and even work sums for them to copy quickly before they are cleaned off.

Jimoh (2009) and Emaiku (2012) posited that the incidence of examination malpractice has become so wide spread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of sharp practice or the other. The incidences of examination malpractice are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating.

Statement of the Problem

The persistent occurrence of bribery and copying as forms of examination malpractices has been a major concern to educationists. Despite the high premium placed on examinations by the National Policy on Education, it seems that examination malpractices have not been properly addressed in Rivers State, observations have shown that there is mass cheating in public examination in public Senior Secondary schools in Rivers State. Students nowadays are no longer hard working and dedicated towards their academic endeavor. They are characterized by a desire for success and wealth without a corresponding emphasis on legitimate means and avenues to be used positively in achieving success. The desire to pass at all cost is responsible for examination malpractice.

Nigeria's education system is largely certificate and good grades oriented. Students, parents, school management and others tend to push harder on wards to get the certificate and good grades by all means. As a result, much value and emphasis are placed on certificate instead of knowledge, skills and competence. Many school leavers and dropouts have certificates without knowledge, skills and the right attitude because most of them employ bribery and copying to pass through the school systems. This is why examination malpractices are increasing day after day for the rush to get paper qualification for jobs they possess or good grades to secure employment.

In a country where dishonesty has been enshrined by the adult sector as an idol of worship, children have learnt to steal with impunity; examination malpractice (in all shades and forms) has become the order of the day among our students at all level of the educational arrangement. In Nigeria today, people value money more than any other thing thereby reminding one of a saying that the end justifies the means. Thus, this study seek to examine bribery and copying as forms of examination malpractice and their influence on students' academic performance in public secondary schools in Rivers State.

Aim and Objective of the Study

The aim of this study is to examine the effect of examination malpractice on student's academic performance in public senior secondary schools in Rivers State. The specific objectives include the following to:

- Determine the extent bribery influence students' academic performance in public senior secondary schools in Rivers State.
- Examine the extent copying during examination influence students' academic performance in public senior secondary schools in Rivers State.

Research Questions

In order to achieve the objectives of this study, the following research questions were raised:

- To what extent does bribery influence students' academic performance in public senior secondary school in Rivers State?
- To what extent does copying during examination influence students' academic performance in public senior secondary schools in Rivers State?

Research Hypotheses

The following hypotheses were formulated to guide the study:

- There is no significant relationship between bribery and students' academic performance in public senior secondary school in Rivers State.
- There is no significant relationship between copying during examination and students' academic performance in public senior secondary school in Rivers State.

CONCEPTUALIZATION

Examination

The oxford advanced Learners Dictionary (2000) defined examination as spoken or practical test at school or college especially an important one that you need to do in order to get a qualification. Ololube (2012, 2017) asserted that a test or examination is an assessment intended to measure a test-takers knowledge or skill, aptitude, physical fitness or classification in many other topics (e.g. beliefs). A test may be administered orally, on a paper, on a computer or in

confirmed area that requires a test taker to physically perform a set of skills. Examination is an organized assessment technique which presents individuals with a series of questions or tasks geared towards ascertaining the individual acquired knowledge and skills (Oduwaiye, 2014).

Examination Malpractice

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 fellow student's work or from notes or a text book), examination malpractice today has become much more institutionalized and it often involves the bribery or harassment of exam officials. The frequency and effects of examination malpractices means that poorly prepared students are often promoted to higher levels of education and positions of employment, while prepared and qualified students are overlooked (Ololube, 2012).

Examination malpractice is defined as any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. Examination malpractice is an act or irregular manner of testing candidates which contravenes the rules and conventions guiding the conduct of examinations. Examination malpractice has done a lot of harm to students since many of them have neglected their books with the hope of performing the magic they are used to in every examination. Examination malpractice in Nigerian educational system has been widely discussed and viewed as a major challenge not only to examination bodies but to school administrators, the entire education system, the government and the society at large (Ololube, 2017).

Forms of Examination Malpractice

The following are some identified forms of examinations malpractice:

Copying

Copying from another candidate's work with or without permission. Copying from unauthorized person or passing of information between candidates usually by exchanging notes or scripts. This is usually facilitated by inadequate spacing between desks and laced supervision. Makers Malpractice: Deliberate alteration of marks designed to inflate or deflate a candidate's original mark. This can be initiated by examination officials or candidates (Eze, 2012 & Olanipekun, 2013). Attempts at copying from fellow students or candidates during an examination is a very common practice in public examinations in Nigerian. This may be accomplished through out-right copying or giraffing (Ololube, 2012).

Giraffing is a form of copying. This form of copying takes its name from one of the African wild animals with an extremely long neck, legs and small head (Akaranga & Ongong, 2013). It is a process in which an examinee stretches out his neck as long as possible to view and copy what a fellow candidate has written down for a given question. Giraffing is among the oldest and the commonest form of copying in examination.

Nowadays, candidates employ unauthorized scientific calculators, organizers, compact disc, and mobile phones to take undue advantage. Mobile phones with camera (imaging functions) are used to take snapshots of a whole textbook in a much reduced format for use

during examination. For examination that involves multiple choice questions, candidates inside the examination hall receive the answer through the handsets from their agents even outside that geographical location (Wagbara, 2022).

Students have now advanced to the level of inscribing materials or information on anything like parts of their body. For example palms, thighs, baby pampers; handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on, with the aim of copying from them during examination (Eze, 2012; Oredein, 2006, Ololube, 2012). Nursing mothers convert the tender skin of their baby to white board; intermittently during examination seek for permission to breastfeed their baby only to use such avenues for note reading or revision. This is perhaps the most common form of malpractice relates to the introduction of unauthorized materials (e.g. parts or whole note books, text books, micro-chips and answers) into the examination hall. Foreign materials are frequently smuggled in pants, shoes, hems and bras or deposited or fixed in the hall prior to the examination or even smuggled in by the candidates or their aids during the examination to copy from those materials (Joseph, 2021).

Bribery

This form of malpractice may be used to enhance teacher-student collusion to cheat. It brings in the economic perspectives in examination malpractices. A student may pay an examination official some money not necessarily to buy the question paper, but to be allowed to use illegal materials smuggled into the examination halls or to extend the examination scheduled period. In Nigeria, bribery often referred to as sorting in tertiary institutions is rampant. Male students offer money or other valuables while female students use money or sex to bargain for “upgrading” of their examination scores. Bribery is common in both secondary and tertiary levels of education examination (Wagara, 2022).

As a result of bribery, teaches change examination grades. Examination grades are altered regularly by teachers and clerks because of financial or other relationships with students and/or their parents (Ololube, 2012). Leakages or foreknowledge of examination questions are done through teachers who must have been bribed to do so. This is one of the major ways in which examination questions are seen in advance of the actual examination (Ololube, 2017). Another very strong way that bribery plays a great role in examination malpractice is by aiding the substitution or smuggling of examination scripts into hall parents, teachers, invigilators, and/or supervisors completed scripts after the exam to replace the candidate’s original script (Ololube, 2012). To Ololube (2012, pp. 147-150), bribery may come in different ways:

- Many students pay money to teachers in order to pass their examinations;
- Some students pay money to their teachers to see exam questions before the actual exam date;
- Some students do not normally study because they hope to pay bribe for their scores;
- Some students pay their fellow students to write examinations for them;
- Some parents guiding encourage their children to pay bribe for scores.

Academic Performance

Without a question, academic performance is the most essential component of education. In this aspect, it is expected that schools would have an influence on kids' learning, socializing, and

even occupational preparedness. Despite the emphasis on a broad knowledge of educational objectives, academic accomplishment remains crucial. Students' academic success is a term that comes up often in debates concerning higher education. Academic performance is a multifaceted construct made up of a learner's talents, attitudes, and actions that aid in classroom success (Ololube, 2012). It is an acceptable and remarkable level of accomplishment as students go through and conclude their educational experience (Tinto, 2016).

The consequences of this notion are shown by research, which demonstrates that the vast majority of students who drop out do so due to low academic performance alone. Although the importance of academic achievement is seldom questioned, reaching an agreement on how to assess it has proven challenging. Policymakers, measurement specialists, and educators are still at odds on how to evaluate children's academic success (Elliot, 2017). Researchers have utilized a variety of methods to evaluate academic success, including report card grades, grade point averages, standardized test scores, teacher evaluations, other cognitive test scores, grade retention, and dropout rates. Student academic performance, on the other hand, is defined in this study as a student's ability to complete a specific class assignment in a school setting. The notable causes of poor academic performances are:

Anxiety: Johnson (2018) opined that anxiety arises when individuals are at odds with themselves. Conflicting inclinations, needs, and ideals collide to create the underlying conflict. Secondary school students are in their adolescent years, when many of them are confronted for the first time with facts about themselves, particularly their academic achievements. Individuals feel conflict and discontent as a consequence of this, which leads to anxiety and tension in the classroom, reducing their focus and resulting in poor academic performance.

Poor Self-Concept: Self-concept refers to one's sense of self. It all starts with a person's comprehension of who they are and what they've done. A student's comprehension of himself or herself, as well as the management of his or her conduct, is aided by self-concept. Teachers, parents, peers, personal motivation, and a student's gender all have a role in a student's academic self-concept and achievement.

Teachers' approval/disapproval patterns are inextricably tied to pupils' academic self-concepts (Maurin, 2016). The more a student's trust in his or her teacher's evaluation of him or her, the better his or her academic achievement, as measured by grades, and vice versa. Study Techniques That Aren't Working A student who is self-aware will have a strong drive or aim for academic achievement. Maurin (2016) asserted that low academic performance is caused by a lack of organization, laziness, being easily distracted, and a lack of self-confidence. He emphasizes, however, that teacher counselors may motivate students and help them improve their academic standards via academics. To achieve academic success, a student must be taught effective study tactics and testing processes.

Poor Reading Techniques: Many secondary students suffer with academic challenges including poor reading habits, with the majority of them being slow readers who don't comprehend what they're reading. The lack of students to identify the underlying structure and important aspects in previously studied content has been blamed for their poor academic achievement. Many students who have performed poorly have had difficulty focusing. Academic is a wonderful therapy for children who have difficulty reading since it teaches them how to read properly (Maurin, 2016).

Indiscipline: Indiscipline, defined as a student's act of disorder in violation of the school's established rules, has had a substantial influence on many students' academic performance. Teenagers become indiscipline for two reasons according to Opera (2015). Both internal and external variables are at play. Internal causes include individual, administrative, and social community elements, while external reasons include addressing the needs of the adolescent. Students get frustrated when their demands are not met, which has a detrimental influence on their academic performance.

Epileptic Power Supply: When there is no reliable power supply, students get demotivated to read and study, which has a negative impact on their academic performance. Because of the many services that electricity may give in the classroom, the absence of power in schools is sad. Classes may be offered early in the morning or late at night with the right lighting. Access to electricity makes it easier to integrate ICTs like computers and TVs into the classroom.

Drug Abuse: Drug abuse is one of the greatest causes of unnecessary mortality, disease, and injury, as well as a threat to international peace. Inhalants, heroine, and cocaine are all commonly utilized drugs (Acolagbe, 2015). Nonetheless, in the context of this study, drug abuse is defined as taking an excessive amount of a single drug or substance, or indiscriminately ingesting drugs that might disrupt the biological functioning and physiological behavior of those who consume them. Although there may be differences in the scale of the issue, Nigeria's substance addiction problem is similar to that of other nations. Similarly, students involved in drug misuse are often academically and socially underdeveloped, since they are not valued or acknowledged for their ability to contribute to any progress. This is because drug misuse not only impacts pupils' academic performance, but also their moral, physical, and general development in secondary school (Uriah et al., 2016). As a consequence of drug use, kids are otherwise disobedient to their teachers, parents, and senior students both at school and at home.

METHODS

This study adopted a correlation design. This was appropriate because the study investigated the relationship between the independent variables i.e. (managing Examination malpractice) and dependent variables (Students' academic performance). The population for this study consist 6,893 teachers in 285 Public Secondary School in Rivers State. The sample of this study was made up of 2,067 teachers, about 30% of the total population drawn through stratified simple random sampling technique.

Two instruments titled managing Examination Malpractice Questionnaire (MEMQ) and Students Academic Performance questionnaire (SAPQ) were used for the study, the instruments were in two sections A and B. Section 'A' sought information on demographic data, section B sought information on the variables use of the study. The items were scaled in line with Likert modified scale of VHE – 4 points, HE – 3 points, LE – 2 points and VLE – 1 point.

The researcher constructed the questionnaire for the study and submitted to the project supervisor who used her intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

The reliability of the research instrument was determined. The Test- retest reliability was used to determine the reliability of the instrument. A co-efficient value of .881 indicated that the

research instrument was relatively reliable. Two methods of data collection which are primary source and secondary source were used to collect data. The primary source was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

The responses were analyzed using the frequency percentage tables, which provided answers to the research questions. The hypotheses were tested using the Pearson Product Moment Correlation (PPMC) statistical tool.

RESULTS

Answers to Research Questions

Research Question One: To what extent does bribery influence academic performance of public senior secondary school students in Rivers State?

Table 1: Showing mean and standard deviation on the extent bribery influence academic performance of public senior secondary schools in Rivers State

s/n	Items	Mean	SD	Decisions
1	Many students pay money to teachers in order to pass their examinations.	2.96	.70	High Extent
2	Some students pay money to their teachers to see exam questions before the actual exam date	3.07	.54	High Extent
3	Some students do not normally study because they hope to pay bribe for their scores.	3.11	.68	High Extent
4	Some students pay their fellow students to write examinations for them	3.14	.61	High Extent
5	Some parents guiding encourage their children to pay bribe for scores	2.96	.54	High Extent
Brand mean		3.05	0.61	High Extent

The first research question was to determine the extent bribery influence students' academic performance in public senior secondary schools in Rivers State. The purpose of this research question was to determine the extent bribery influence students' academic performance in public senior secondary schools in Rivers State. To answer this question, the responses on item 1-5 of section "B" of the questionnaire were computed using mean and standard deviation in table 1. The result of the analysis reveals a cumulative mean of 3.05 and a cumulative standard deviation of 0.72. The descriptive statistics of responses to these items agreed that bribery to a high extent influence students' academic performance in public secondary schools in Rivers State since the cumulative mean of 3.05 is above the criterion mean of 2.50. This means that majority of the respondents agreed that bribery influence students' academic performance in public senior secondary schools in Rivers State (See Table .1).

Research Question Two: To what extent does copying influence academic performance of public senior secondary school students in Rivers State?

Table 2: Showing mean and standard deviation on the extent copying influence academic performance of public senior secondary schools in Rivers State

s/n	Items	Mean	SD	Decisions
6	Some students copy from other students during examination	2.79	.60	High Extent
7	Some students take copied materials into exam halls.	2.76	.54	High Extent
8	Some students make exchange of copied materials with their mates during examinations.	3.29	.80	High Extent
9	Some students copy answers to exam questions from their cell phones.	3.30	.72	High Extent
10	Some students copy answers to exam questions from the internet inside exam halls.	2.91	.69	High Extent
Brand mean		3.01	0.67	High Extent

The second research question was to determine the extent copying influence students' academic performance in public senior secondary schools in Rivers State. The purpose of this research question was to determine the extent copying influence students' academic performance in public senior secondary schools in Rivers State. To answer this question, the responses on item 6-10 of section "B" of the questionnaire were computed using mean and standard deviation in table 2. The result of the analysis reveals a cumulative mean of 3.01 and a cumulative standard deviation of 0.67. The descriptive statistics of responses to these items agreed that copying to a high extent influence students' academic performance in public secondary schools in Rivers State since the cumulative mean of 3.05 is above the criterion mean of 2.50. This means that majority of the respondents agreed that copying influence students' academic performance in public senior secondary schools in Rivers State (See Table. 2).

Test of Hypotheses

Hypothesis One: There is no significant relationship between bribery and students' academic performance in public junior secondary schools in Rivers State.

Table 3: Showing PPMC analysis between bribery and students' academic performance in public senior secondary schools in Rivers State

		Bribery	Students academics performance
Bribery	Pearson Correlation	1	-.453**
	Sig. (2-tailed)		.000
	N	2067	2067
Students academics performance	Pearson Correlation	-.453**	1
	Sig. (2-tailed)	.000	
	N	2067	2067

The first research hypothesis is there is no significant relationship between bribery and students' academic p performance in public senior secondary schools in Rivers State. The purpose of this research hypothesis is to investigate the extent bribery influence students' academic performance in public senior secondary schools in Rivers State. The result of the analysis reveals a correlation coefficient of $-.453^{**}$ at the significant level of $.000 > 0.05$. The correlation responses to these items agree to a high extent that bribery influence students' academic

performance in public senior secondary schools in Rivers State. This means that majority of the respondents agree to a high extent that bribery influence students' academic performance in public senior secondary schools in Rivers State. In other words bribery negatively influences students' academic performance in public senior secondary schools in Rivers State. Based on this the null hypothesis is rejected thereby upholding the alternative hypothesis that holds that there is a significant relationship between bribery and students' academic performance (See table 3).

Hypothesis Two: There is no significant relationship between copying students' academic performance in public junior secondary schools in Rivers State.

Table 4: Showing PPMC analysis between copying and students' academic performance in public senior secondary schools in Rivers State.

		Copying	Students' Academic Performance
Copying	Pearson Correlation	1	-.197**
	Sig. (2-tailed)		.000
	N	2067	2067
Students' Academic Performance	Pearson Correlation	-.197**	1
	Sig. (2-tailed)	.000	
	N	2067	2067

The second research hypothesis is there is no significant relationship between copying and students' academic performance in public senior secondary schools in Rivers State. The purpose of this research hypothesis is to investigate the extent copying influence students' academic performance in public senior secondary schools in Rivers State. The result of the analysis reveals a correlation coefficient of $-.197^{**}$ at the significant level of $.000 > 0.05$. The correlation responses to these items agree to a high extent that copying influence students' academic performance in public senior secondary schools in Rivers State. This means that majority of the respondents agree to a high extent that copying influence students' academic performance in public senior secondary schools in Rivers State. In other words copying negatively influence students' academic performance in public senior secondary schools in Rivers State. Based on this, the null hypothesis is rejected thereby upholding the alternative hypothesis that holds that there is a significant relationship between copying and students' academic performance (See table 4).

DISCUSSION OF FINDINGS

Bribery and Students' Academic Performance in Public Junior Secondary Schools

Hypothesis one which states, that "there is no significant relationship between bribery and students' academic performance in public senior secondary schools in Rivers State" was rejected because bribery had negative significant relationship with students' academic performance in public senior secondary schools in Rivers State. This is evidenced in the significant level of $.000$ and the study's coefficient of $-.453^{**}$. This finding is in line with the view of Wagara (2022) who stated that, in Nigeria, bribery often referred to as sorting in tertiary institutions is rampant. Male students offer money or other valuables while female students use money or sex to bargain

for “upgrading” of their examination scores. Bribery is common in both secondary and tertiary levels of education examination.

Copying and Students’ Academic Performance in Public Junior Secondary Schools

Hypothesis two which states, that “there is no significant relationship between copying and students’ academic performance in public senior secondary schools in Rivers State” was rejected because copying had negative significant relationship with students’ academic performance in public senior secondary schools in Rivers State. This is evidenced in the significant level of .000 and the study’s coefficient of $-.197^{**}$. This finding is in line with the view of Eze, 2012 and Olanipekun, (2013) who described copying as writing from another candidate’s work with or without permission. Makers Malpractice: Deliberate alteration of marks designed to inflate or deflate a candidate’s original mark. This can be initiated by examination officials or candidates. This negatively influence students’ academic performance.

CONCLUSION

Bribery has a negative relationship with students’ academic performance in public senior secondary schools in Rivers State. Copying has a negative relationship with the students’ academic performance in public senior secondary schools in Rivers State.

Recommendations

Based on the findings of the study, the researcher recommended as follows:

- Educational administrators and teachers in Rivers State public senior secondary schools should as much as possible ensure that students do not indulge in examination malpractices like bribery as to aid their academic performance.
- Principals and teachers of public senior secondary schools in Rivers State should endeavour to encourage students to study and read their books as to perform well academically.

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