

**TEACHERS' AND STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS
OF THE STRATEGIES ADOPTED FOR AVERTING EXAMINATION
MALPRACTICE IN MATHEMATICS PUBLIC
EXAMINATIONS IN KOGI EAST**

BY

**OTUBEJE, SIMON
PG/M.Ed/15/79128**

**DEPARTMENT OF SCIENCE EDUCATION,
FACULTY OF EDUCATION
UNIVERSITY OF NIGERIA, NSUKKA**

FEBRUARY, 2018

ABSTRACT

The main purpose of this study was to determine teachers and students perceptions of the effectiveness of the strategies adopted in averting examination malpractice in mathematics public examinations in Kogi- East. The study was guided by four research questions and six null hypotheses. The study adopted a descriptive survey design. This study was carried out in Kogi State, Nigeria. The population of the study was 4870 Senior Secondary School (SS) 3 students and 121 Mathematics teachers of all the 121 public and private senior secondary schools in these Education Zones of Kogi East. The sample for the study was 258 respondents comprising of 8 teachers and 250 students. The instrument used for data collection for this study was Teachers and Students Perceptions of Effectiveness of Strategies for Averting Examination Malpractice in Mathematics Questionnaire (TSPESAEMMQ) developed by the researcher, based on the literature reviewed. The instrument was face validated by three experts, two experts in measurement and evaluation and one expert in Mathematics department, all in the University of Nigeria, Nsukka. The experts were required to critically examine the instrument in terms of relevance to the research and for realization of objectives of this study. Their comments were used to produce the final version of the instrument. The instrument was administered to 5 teachers and 25 students in two senior secondary schools outside the area of the study in the trial testing before it was subjected to test of internal consistency using Cronbach Alpha (α) for the reliability of the instrument and over all clusters reliability index of 0.92 was obtained for the instrument. To ensure high percentage return of the duly completed research instrument, data collection was carried out personally by the researcher, with the help of research assistants. The entire questionnaire administered was retrieved on the spot. Data collected for this study were analyzed, using mean and standard deviation for answering all the research questions and t-test was used for testing all the hypotheses at 0.05 level of significance. The result of the study among others showed that both teachers and students agreed that the strategies adopted for averting pre-examination malpractice are effective. It was also found that the strategies adopted for averting mathematics examination malpractice during examinations are effective, both teachers and students agreed that the strategies for averting mathematics post examination malpractice are effective. The implications of the study were highlighted and it was recommended among others that seminars and workshops should be organized by Mathematics teachers for the students about the effects of examination malpractice on students' self-fulfillment. This will enhance the admission of bright and intelligent students into the tertiary institutions. This is because the chances of admission of many good students into tertiary institutions have always been filled with those corrupt ones who through Mathematics examination malpractice have better scores. The limitations of the study were outlined and suggestions were made for further research.