

The Impact of Examination malpractices among Higher secondary students in Kerala- A case study

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Abstract - The goal of this study is to look into the malpractice relationship among Kerala high school students. One hundred and ninety-three (193) interviews, including thirty-eight (38) students and one hundred and fifty-five (155) teachers, were chosen at random for this study. These students were selected from various high schools in Kerala, using the Random sampling method. Data is collected by the use of regular interview methods and open-ended questionnaires are prepared. Data is analyzed qualitatively and used the latest version of Statistical Package for the Social Sciences software (SPSS) for analyzing the data. Descriptive statistics, testing the assumption regarding the data F test, Analysis of variance procedures are used to establish the influence of factors that leads to establishing the result. The results: The interpretation of the data showed that fear and pressure significantly predicted student's attitudes toward examination malpractice. The data analysis suggests that counselling can reduce the impact of peer pressure on student's attitudes toward the attempt of malpractice.

Index Terms - Cheating invigilators, Examinations, Loss of trust in the educational system, Malpractices.

INTRODUCTION

Examinations are an assessment conducted by various institutions to analyze a person's knowledge in different areas. But nowadays conducting an examination has become a difficult task, since the amount of malpractice taking place is rather increasing day by day. Even though strong countermeasures are taken by the respected authorities, malpractices are still happening in various places. Some of the measures include strict invigilation from the authorities and proper guidance and awareness classes to the students. The main purpose of examining in a secondary school is to measure the ability and knowledge of the students in each academic year. From this analysis, the teachers and parents will both be able to understand the student's academic and behavioural performances. So whenever an irregularity or exam malpractice happens, the output we get from the examinations will be of no use. Examination not only means academics, rather it generates the whole information of students. The common belief is that exams are conducted to score good grades and marks, which indeed is one of the reasons that malpractice is happening. Students not only are responsible for doing any malpractices during examinations, but their parents, teachers, friends are all responsible too. In the secondary schools also, the situation is not any better. Certain reports state that examination malpractices begin from primary colleges and bit by bit extended to secondary colleges and so schools. Further, the exam results even give a wrong impression that the student is intelligent. Some of the methods of using malpractice include using handwritten notes, writing answers on body parts, copying from other students, using mobile phones and the list goes so far. It seems like even brilliant students are using their skills and capabilities for cheating perfectly in exams rather than using them to study much better. This malpractice produces a doubt on the quality of the education and the results. Malpractice occurs mainly due to the pressure from the candidate's parents to score good grades, fear of failing, lack of confidence, laziness, not being able to prepare the whole portions. These malpractices will only affect the future of the students. Most of the secondary school teachers think that the current examination method must be changed and the mode of conducting exams should be improvised.

STATEMENT

This study is titled "**The impact of examination malpractices among higher secondary students in Kerala- A case study**". This study finds that the nature of the bad examination behaviours of high school students in the new education includes the factors like teachers, students, parents, and environment. The purpose of this study is to explore the causes and effects of exam cheating among high school students. A descriptive survey design was used. Students known factors liable for examination malpractice to incorporate poor concern to students welfare by stakeholders in education, parents, siblings, peers etc (Akinrefon et al, 2016). One narrow belief among them in this regard is that whatever means a person applies to pass an examination can likely lead to graduation and certification. Cizek (1999) in Akinrefon et al (2016), demonstrate acquisition of illicit knowledge and skill. From these statements, we will analyze that examination malpractice is an unwanted call and it encourages mediocrity because students who succeed through this unorthodox methodology are often rated equally as those who strive for excellence. An action is deemed unethical once a student exhibits behaviours contrary to acceptable standards.

OBJECTIVE OF THE STUDY

To study the types of examination malpractices in higher secondary schools in Kerala State.
To determine the root causes of examination malpractice in higher secondary schools in Kerala.
To describe the consequences of examination misconduct in higher secondary schools in Kerala.

RESEARCH METHODOLOGY

The examination malpractice questionnaire is mainly used to generate data. The data obtained from the survey research has been tested for reliability by Cronbach's alpha reliability coefficient. The statistical result is 0.703 and the range is <1, which means that the questionnaire used is reliable for the primary research. For the entire data analysis, the researcher used the latest version of Statistical software SPSS.

Table I: Demographic variables: Gender

Teacher -respondent	frequency	percent
Male	25	16.1%
Female	130	83.9%
Total	155	100%
Student- respondent	frequency	percent
Male	19	50%
Female	19	50%
Total	38	100%

From a total of 155 responses received from the teachers, there are 25(16.1%) male respondents and 130(83.9%) female respondents. From a total of 38 responses received from the students, there are 19(50%) male respondents and 19(50%) female respondents respectively. According to the teacher respondents, 18 of them (11.6%) says that the cause of examination malpractice is the pressure from parents to score good grades,33(21.3%) respondents says that the students are not able to study the whole portion, leading them to do malpractice. 99(63.9%) says that the laziness of students is another cause and 5(3.2%) of them gives other causes. According to the teacher respondents, 18 of them (11.6%) says that the cause of examination malpractice is pressure from parents to score good grades,33(21.3%) respondents says that the students are not able to study the whole portion, leading them to do malpractice. 99(63.9%) says the laziness of students is another cause and 5(3.2%) of them gives other causes. Students use many methods for malpractice. According to the teacher respondents, the methods used are; 36 (23.2%) says that they are using handwritten notes, 113(72.9%) states that they are copying from other students,1(0.6%) says that they write answers on body parts,3(1.9%) says that mobile phones are used and 2(1.3%) says that the students write answers on question papers and exchange them with others to copy. Many of the students are caught for doing exam malpractice.112(72.3%) teacher respondents think that only less than 10% of students are caught while doing malpractice.26(16.8%) of them says that less than 20% are caught.9(5.8%) of them says only 20% to 30% are caught and 8(5.2%) says more than 30% of students are caught. Malpractices are common in different modes of examinations.40(25.8%) of the teacher respondents states that it is common in offline mode,49(31.6%) says it is common in online mode,63(40.6%) believes both modes are the same and 3(1.9%) says there is no impact. 71(45.8%) of the teacher respondents state that malpractice is decreasing every year and on the other hand 84(54.2%) of them says that it is not decreasing. 82(52.9%) of the respondent state that all the malpractices are found out, but 73(47.1%) of them says that it is not. The use of malpractices is different in various exams.39(25.2%) respondents say that malpractice is more used in internal exams, 48(31%) says it is used more for external exams,61(39.4%) says that more malpractice is used for class tests and 7(4.5%) of them gives other reasons. 84(54.2%) of the teachers state that the students who got caught are using malpractice again and 71(45.8%) are saying that the students who got caught are not using malpractice again. Malpractice is used for different subjects. As per the respondents, 49(31.6%) says malpractice is more used in Mathematics,51(32.9%) says it is more for Science,28(18.1%) says it is for Social Science,9(5.8%) says it is for other subjects and 18(11.6%) says that malpractice is used for almost all subjects. 121(78.1%) of our respondents are conducting awareness classes to the students and 34(21.9%) of them are not conducting such awareness classes. Malpractices can affect the students in many ways. 66(42.6%) respondents say that it will affect their academic performances,77(49.7%) says it will affect their behaviour,5(3.2%) says it does not affect and 7(4.5%) says other reasons. To prevent malpractices, teachers are taking strong measures.44(28.4%) teacher respondents are taking awareness classes before and after the examinations, 82(52.9%) are taking strict invigilation during exams, 24(15.5%) are giving warnings at the right time and 5(3.2%) are taking some other preventive measures Malpractice can be reduced in many ways.143(92.3%) respondents stated that only strict invigilation is the effective measure,12(7.7%) gives other solutions. 111(71.6%) respondents believe that malpractices will have a major effect on the future of the students,7(4.5%) thinks that the future of students will not get affected and 37(23.9%) are not sure about how malpractice affects the students.

Table II: Students components Causing Examination Malpractice among high school students

source	Response of students-yes	Response of students- no	TOTAL
Malpractice used on any examination	13(34.2%)	25(65.8%)	100%
Does the behaviour of invigilator have any impact	17(44.7%)	21(55.3%)	100%
Does teachers support to do malpractice	0%	38(100%)	100%
Does parents support to do malpractice	0%	38(100%)	100%
Are you afraid of the consequences, if you get caught	31(81.6%)	7(18.4%)	100%
Does teachers conduct any awareness classes	33(86.8%)	5(13.2%)	100%
Does using malpractice affect your future	35.3(92.1%)	3(7.9%)	100%
Are you afraid to use any malpractice	28(73.7%)	10(26.3)	100%
Do you support in using malpractice	2(5.3%)	36(94.7%)	100%

ANOVA**Table III:** Most commonly used method of malpractice

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.656	1	.656	1.596	.208
Within Groups	62.931	153	.411		
Total	63.587	154			

From a total of 38 responses from students, there are responses from 19(50%) males and 19(50%) female students. From our student respondents, 7(18.4%) of them are from the 10th Standard, 11(28.9%) are from the 11th Standard, 20(52.6%) are from the 12th Standard. 13(34.2%) of our student respondents have used malpractice on some examinations and 25(65.8%) of them has not used any kind of malpractice. Sometimes, the behaviour of the corresponding invigilator might have an impact on the students. 17(44.7%) students agree with this statement and 21(55.3%) says that there is no such impact. All of our student respondents firmly states that the teachers do not support them to do any kind of malpractice during examinations. It is obvious from our respondents that parents also do not support doing any examination malpractices. The majority of the malpractices gets caught. 31(81.6%) of our respondents are afraid of the consequences if they get caught and 7(18.4%) of these students have no such fear. From our 38 student respondents, 33(86.8%) gets awareness classes from teachers and the other 5(13.2%) does not get such classes. 20(52.6%) of respondents think that malpractices will affect their future, 3(7.9%) states that their future will not be affected and 15(39.5%) does not know. 28(73.7%) of students are afraid to use any kind of exam malpractices, 1(2.6%) of them is not

afraid and 9(23.7%) are sometimes afraid to do malpractice. 2(5.3%) of student respondents support using malpractice while 36(94.7%) do not support the use of examination malpractice.

The mode of the exam has a great deal of malpractice. (44.7%) of students use malpractice more in online exams, 3(7.9%) uses more in offline exams, (28.9%) use in both modes, (18.4%) states that there is no such impact.

Among the students (23.7%) students use malpractice more for internal exams (23.7%) use more for external exams, (52.6%) use more in-class tests.

1.H₀: The commonly used method of malpractices are significant

From the table using one way ANOVA, it is observed that the method of malpractices are significant since $P > .05$.

2.H₀: The Cause of malpractices are significant

ANOVA

Table IV: Cause of exam malpractices

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.557	1	2.557	4.829	.029
Within Groups	81.017	153	.530		
Total	83.574	154			

There are many causes of examination malpractices. 7(18.4%) students state that pressure from parents to get good grades is a cause, 23(60.5%) says that they are not able to study the whole portion for the examination, 7(18.4%) says that their laziness is the cause and 1(2.6%) student had some other reasons from the table. Using one way ANOVA, it is observed that the cause of exam malpractices are not significant since $P < .05$.

3.H₀: The awareness class conducted are effective

ANOVA

Table V: Are Awareness classes conducted

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.294	1	.294	1.715	.192
Within Groups	26.248	153	.172		
Total	26.542	154			

Nowadays, students use many methods to do malpractice. Of our 38 students, 6(15.8%) of them use handwritten notes, 30(78.9%) copies from others, 1(2.6%) writes answers on body parts, 1(2.6%) use other particular methods.

From the table using one way ANOVA, it is observed that the Awareness classes conducted are effective since $P > .05$.

CONCLUSION

The result is considered to be the cause of society's preference for paper degrees, poor exam preparation, lack of confidence, poorly equipped schools, lack of good study habits, and many other poor exam practices. When the illegal operation of the exam occurs, the value of the training and certifications the student obtains is reduced. In practice, the credibility and reliability of the diplomas/degrees obtained by students and the ability of candidates to perform well in the workplace are in question. Evidence of education obtained by fraudulent means undermines the ability of the workforce to innovate to promote a country's economic growth and development.

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