

# The Causes of Malpractices in Examinations at School and Board Examinations Stage as Perceived by Community Members

Dr. Surender Kumar

Assistant Professor, Kullu College of Education, Vill. Bohgana, Post Office: Garsa Distt. Kullu Himachal Pradesh-175141

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## ABSTRACT

*The study is the result of an attempt to study the causes of malpractices in examinations at school stage as perceived by senior secondary school students, teachers and community members. However, the present paper includes the perception of community members only. The problem of malpractices in examinations is a very serious issue and is prevalent at all the stages of education and can be witnessed everywhere – in rural and urban areas, in towns and metropolitan cities, in government and private schools, in poor and affluent students and among less and more intelligent students. Still the issue has not attracted many researchers in India. In the present case, the causes of malpractices have been studied under four categories viz., student related causes, teacher related causes, examination /education system related causes and miscellaneous causes. The results of the study may help the stakeholders to have a deep insight into the wide spread and serious problem and devise strategies to deal with the same.*

**Key Words:** *Malpractices in Examinations, school, defective examination system, Himachal Pradesh.*

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## INTRODUCTION

Indian education system has achieved a number of landmarks since independence. The number of educational institutions in terms of schools, colleges and universities has increased tremendously. The number of school going children is increasing year by year. The drop-out rate in schools has decreased. The literacy rate has increased manifold since 1947. High caliber institutions in academic, professional and technical fields have been established and working tirelessly for the progress of the country. India is recognized in the world today for its great achievements in different areas especially in the sectors of food, agriculture, IT, financial, pharmaceutical production & exports, defence and space.

Despite all these gains, our educational system is still fraught with a number of limitations and shortcomings. These limitations and shortcomings pose hindrances in achieving the short and long term goals of our country at a fast pace. Nearly every segment of our educational system is suffering with one or the other kind of limitation, e.g., primary education, secondary education, higher education, technical education, vocational education, professional education, teacher education and skill development etc. The limitations and shortcomings in a broad segment of education may be understood as the sum total of problems, issues and weaknesses in its sub-segments, like administration and management, teaching-learning process, text books, infrastructure, assessment, guidance and counselling, curriculum, educational planning, and examination system etc. The focus of present study is on one such sub-segment of the system i.e. examination system and more specifically only one aspect of examination system namely malpractices in examinations.

Patrick and Bini (2018) have identified the following prevalent situations of examination malpractice:

1. Teachers' inability to cover their syllabus for various reasons could push students into examination malpractice.
2. Unserious students who so desire to pass examinations, have examination malpractice as last resort.
3. Most examination officials are furious and unnecessarily wicked in examination hall when not bribed.
4. When students are asked questions not taught by their teachers, they could resort in examination malpractice.

5. Students who desire to pass without due preparation resolve to examination malpractice.
6. Most external examination officials get involved in illegal deals during external examination.
7. Certificate being the means of promotion in our state, make people get involved in malpractice just to get it at all cost.
8. Ill equipment of schools reduces learning which can lead to examination malpractice.
9. Societal preference for paper qualification and not what an individual can actually do pushes to examination malpractice.
10. Engaging the services of quack teachers in schools which could hinder learning, hence encourages examination malpractice.
11. When learning condition is conducive, students will learn and avoid examination malpractice.
12. Societal respect for those who pass examination, not minding the means used, encourage students involvement in examination malpractice.
13. Lack of qualified subject teachers in schools hinders learning and this could cause examination malpractice.
14. Testing based on what you can do practically will reduce examination malpractice.
15. Lack of strict and thorough supervision during examination leads to examination malpractice.
16. Supervisors negligence to duty could encourage examination malpractice in our schools.
17. Low morality level of members of the society could directly or indirectly encourage examination malpractice.
18. An undeveloped mind would see nothing wrong with examination malpractice, hence indulge in it.
19. Mild or no punishment for those caught in the act of examination malpractice by the society, could encourage examination malpractice.
20. Societal respect for scam artist, pen robbers, political thieves among other directly or indirectly encourage examination malpractice.

#### **Objective of the Study:**

The following objective was formulated for the present study:

To identify the causes of malpractices in examinations at school and board examinations stage as perceived by community members in terms of the following categories:

- a. Student Related Causes
- b. Teacher Related Causes
- c. Examination/Education System Related Causes
- d. Miscellaneous Causes

#### **METHOD**

The objectives laid down for the study at hand conform to all the characteristics of descriptive method. Hence, descriptive method of research was used in the present study.

#### **Sample**

The State of Himachal Pradesh has twelve districts. Out of these, the following five districts were selected randomly viz., Solan, Kullu, Shimla, Lahaul & Spiti and Kangra. Data was collected from 200 community members taken from the selected five districts of Himachal Pradesh. Forty community members were taken from each district applying the technique of incidental sampling. Here too, only the willing community members were included in the sample. The total sample comprised of 200 community members.

#### **Tool Used**

The instrument used to collect data from community members for this study was a scale titled “Examination Malpractices Scale” having four parts, viz., a. Student-Related Causes, b. Teacher-Related Causes, c. Examination/Education-Related Causes and d. Miscellaneous Causes.

#### **Operational Definitions of Specific Terms**

A few specific terms have been used in the text a number of times. The operational meanings of these terms have been given below.

**Prevalence of Malpractices in Examination:** Prevalence of malpractices in examination refers to number of students indulging in malpractices as perceived by community members.

**Community members:** community members refer to people from the society with different occupation but are not teachers.

### Delimitations of the Study:

The study was delimited to five districts of Himachal Pradesh to be selected randomly.

## RESULTS

### a. Student-Related Causes

The responses of community members in terms of frequencies for 15 items for student-related causes with respect to malpractices in examinations are presented in Table 1.

**Table 1: Responses of community members in terms of frequencies for 15 items for student-related causes with respect to malpractices in examinations along with  $\chi^2$  values**

| FACTORS RELATED TO STUDENT   |  |    |    |    |    |    |          |
|--|--|----|----|----|----|----|----------|
| 5 = Strongly Agree; 4 = Agree; 3= Uncertain; 2 = Disagree; 1 = Strongly Disagree |  |    |    |    |    |    |          |
| Sr. No.  | Items  | 5  | 4  | 3  | 2  | 1  | $\chi^2$ |
| 1  | Some students indulge in examination malpractices as they are prone to high stress, anxiety, tension and lack of confidence in testing situations. | 43 | 79 | 41 | 24 | 13 | 62.09**  |
| 2  | Some students indulge in examination malpractices in order to make themselves eligible for employment.   | 40 | 79 | 47 | 24 | 10 | 68.15**  |
| 3  | Some students indulge in examination malpractices in order to make themselves eligible for admission in a good school/college/professional course. | 33 | 72 | 56 | 21 | 18 | 54.35**  |
| 4  | Some students fall for examination malpractices due to laxity in invigilation during examination.  | 62 | 88 | 32 | 11 | 7  | 119.55** |
| 5  | Some students are motivated to indulge in examination malpractices under peer influence.   | 37 | 84 | 33 | 23 | 23 | 64.03**  |
| 6  | Some students indulge in examination malpractices due to general copying atmosphere that prevails during examination.                              | 43 | 86 | 21 | 23 | 27 | 73.06**  |
| 7  | Some students indulge in examination malpractices due to inadequate preparation for examinations.  | 65 | 88 | 31 | 11 | 5  | 126.9**  |
| 8  | Some students indulge in examination malpractices due to poor academic ability (low intelligence, inadequate entry behavior etc.)                  | 39 | 61 | 70 | 17 | 13 | 65.00**  |
| 9  | Some students indulge in examination malpractices as they are not genuinely interested in studies but somehow wish to pass examination.            | 65 | 91 | 23 | 13 | 8  | 131.07** |
| 10   | Low attendance (Chronic Absenteeism) compels some students to indulge in examination malpractices.   | 60 | 90 | 32 | 11 | 7  | 122.35** |
| 11   | Bad habits like drug abuse, sexual promiscuity and truancy compel some students to indulge in examination malpractices.                            | 71 | 75 | 20 | 15 | 19 | 91.03**  |
| 12   | Some students indulge in examination malpractices as a particular course of study is not of their interest.  | 60 | 85 | 32 | 16 | 7  | 103.85** |
| 13   | Some students indulge in examination malpractices due to pressure from parents to score good marks.  | 50 | 69 | 40 | 27 | 14 | 44.65**  |
| 14   | Fear of failure in examination leads to examination malpractices.  | 87 | 75 | 21 | 9  | 8  | 144.05** |
| 15   | High percentage of marks scored by some students lures mediocre students in to examination malpractices.   | 35 | 67 | 44 | 38 | 16 | 33.75**  |

\*\* Significant at 0.01 level of confidence

### Interpretation

It is revealed from Table 1 that  $\chi^2$  value is significant at 0.01 level of confidence for all the fifteen items studying student-related causes with respect to malpractices in examinations. This indicates that the responses of community members in terms of frequencies for strongly agree, agree, uncertain, disagree and strongly disagree differ significantly for all the fifteen items. The scrutiny of Table 1 indicates that the community members have responded more favourably to strongly agree & agree options for all the items. However, in order to get a clearer picture, the responses for 'strongly agree & agree' and 'disagree & strongly disagree' are added and the following scenario emerges.

**Table 2: Added frequencies for 'strongly agree & agree' and 'disagree & strongly disagree' based upon Table 1**

| Item No. | Strongly Agree+Agree | Uncertain | Disagree+Strongly Disagree |
|----------|----------------------|-----------|----------------------------|
| 1        | 122                  | 41        | 37                         |
| 2        | 119                  | 47        | 34                         |
| 3        | 105                  | 56        | 39                         |
| 4        | 150                  | 32        | 18                         |

|    |     |    |    |
|----|-----|----|----|
| 5  | 121 | 33 | 46 |
| 6  | 129 | 21 | 50 |
| 7  | 153 | 31 | 16 |
| 8  | 100 | 70 | 30 |
| 9  | 156 | 23 | 21 |
| 10 | 150 | 32 | 18 |
| 11 | 146 | 20 | 34 |
| 12 | 145 | 32 | 23 |
| 13 | 119 | 40 | 41 |
| 14 | 162 | 21 | 17 |
| 15 | 102 | 44 | 54 |

Table 2 shows that the number of responses added for ‘strongly agree & agree’ is larger for all the items in comparison to responses added for ‘disagree & strongly disagree’. This indicates that community members view all the student related causes as important with respect to malpractices in examinations. However, the following five student-related causes have been viewed as most important by the community members.

| Sr. No. | Most Important Student-Related Causes Perceived by community members  |
|---------|---|
| 14      | Fear of failure in examination leads to examination malpractices.   |
| 9       | Some students indulge in examination malpractices as they are not genuinely interested in studies but somehow wish to pass examination. |
| 7       | Some students indulge in examination malpractices due to inadequate preparation for examinations.                                       |
| 4       | Some students fall for examination malpractices due to laxity in invigilation during examination.                                       |
| 10      | Low attendance (Chronic Absenteeism) compels some students to indulge in examination malpractices.                                      |

### B Teacher-Related Causes

The responses of community members in terms of frequencies for 9 items for teacher related causes with respect to malpractices in examinations are presented in Table 3.

**Table 3: Responses of community members in terms of frequencies for 9 items for teacher related causes with respect to malpractices in examinations along with  $\chi^2$  values**

| FACTORS RELATED TO TEACHER   |  |    |    |    |    |    |          |
|--|--|----|----|----|----|----|----------|
| 5 = Strongly Agree; 4 = Agree; 3= Uncertain; 2 = Disagree; 1 = Strongly Disagree |  |    |    |    |    |    |          |
| Item No.   | Items  | 5  | 4  | 3  | 2  | 1  | $\chi^2$ |
| 1  | Inadequate training and incompetence of some teachers compels students to indulge in examination malpractices.   | 30 | 43 | 59 | 31 | 37 | 14.00**  |
| 2  | Inability of some teachers to complete their syllabus due to different reasons compels students to adopt examination malpractices.                               | 24 | 65 | 46 | 43 | 22 | 31.25**  |
| 3  | Teachers themselves encourage malpractices in examinations due to pressure from department and society to show good results as well as for their own reputation. | 32 | 48 | 62 | 32 | 26 | 21.08**  |
| 4  | Teachers themselves encourage malpractices due to heavy workload in school.  | 26 | 37 | 49 | 48 | 40 | 8.75     |
| 5  | Teachers encourage malpractices in examinations in order to attract students for private tuition.  | 17 | 44 | 51 | 43 | 45 | 17.05**  |
| 6  | Appointment of local teachers as invigilators inhibits them to be strict due to acquaintances.   | 15 | 40 | 78 | 45 | 22 | 60.45**  |
| 7  | When local teachers are appointed as invigilators they tend to or are forced to please influential persons.  | 19 | 45 | 53 | 57 | 26 | 28.00**  |
| 8  | Due to low salary, especially in private schools, teachers become prone to favors or bribery in return for help in examinations.                                 | 27 | 39 | 43 | 50 | 41 | 7.00     |
| 9  | Discrimination of /against students by teachers in the classroom leads them to indulge in examination malpractices.  | 22 | 37 | 49 | 41 | 51 | 13.04    |

\*\* Significant at 0.01 level of confidence

**Interpretation**

It is revealed from Table 3 that  $\chi^2$  value is significant at 0.01 level of confidence for six items studying teacher-related causes with respect to malpractices in examinations except item numbers 4, 8, 9 for which it is not significant at 0.01 level of confidence. This indicates that the responses of community members in terms of frequencies for strongly agree, agree, uncertain, disagree and strongly disagree differ significantly for six items. The scrutiny of Table 3 indicates that the community members have responded more favourably to strongly agree & agree options for item numbers 1, 2 & 3 and have responded more favourably to ‘strongly disagree & disagree’ options for item numbers 4, 5, 6, 7, 8, & 9. However, in order to get a clearer picture, the responses for ‘strongly agree & agree’ and ‘disagree & strongly disagree’ are added and the following scenario emerges.

**Table 4: Added frequencies for ‘strongly agree & agree’ and ‘disagree & strongly disagree’ based upon Table 3.**

| Item No. | Strongly Agree+Agree | Uncertain | Disagree+Strongly Disagree |
|----------|----------------------|-----------|----------------------------|
| 1        | 73                   | 59        | 68                         |
| 2        | 89                   | 46        | 65                         |
| 3        | 80                   | 62        | 58                         |
| 4        | 63                   | 49        | 88                         |
| 5        | 61                   | 51        | 88                         |
| 6        | 55                   | 78        | 67                         |
| 7        | 64                   | 53        | 83                         |
| 8        | 66                   | 43        | 91                         |
| 9        | 59                   | 49        | 92                         |

Table 4 shows that the number of responses added for ‘strongly agree & agree’ is larger for three items in comparison to responses added for ‘disagree & strongly disagree’. Further, the number of responses added for ‘disagree & strongly disagree’ is larger for six items in comparison to responses added for ‘strongly agree & agree’. This indicates that community members view the following three teacher-related causes as most important with respect to malpractices in examinations.

| Item No. | Most Important Teacher-Related Causes Perceived by Community Members   |
|----------|--|
| 2        | Inability of some teachers to complete their syllabus due to different reasons compels students to adopt examination malpractices.                               |
| 3        | Teachers themselves encourage malpractices in examinations due to pressure from department and society to show good results as well as for their own reputation. |
| 1        | Inadequate training and incompetence of some teachers compels students to indulge in examination malpractices.   |

On the other hand, most of the community members reject altogether the following six teacher-related causes as factors for malpractices in examination.

| Item No. | Least Important Teacher-Related Causes Perceived by Community Members  |
|----------|--|
| 4        | Teachers themselves encourage malpractices due to heavy workload in school.  |
| 5        | Teachers encourage malpractices in examinations in order to attract students for private tuition.                                |
| 6        | Appointment of local teachers as invigilators inhibits them to be strict due to acquaintances.                                   |
| 7        | When local teachers are appointed as invigilators they tend to or are forced to please influential persons.                      |
| 8        | Due to low salary, especially in private schools, teachers become prone to favors or bribery in return for help in examinations. |
| 9        | Discrimination of /against students by teachers in the classroom leads them to indulge in examination malpractices.              |

**C. Examination/Education System Related Causes**

The responses of community members in terms of frequencies for 8 items for examination/education system-related causes with respect to malpractices in examinations are presented in Table 5

**Table 5: Responses of community members in terms of frequencies for 8 items for examination/education system-related causes with respect to malpractices in examinations along with  $\chi^2$  values**

| FACTORS RELATED TO EXAMINATION/EDUCATION SYSTEM                                  |       |   |   |   |   |   |          |
|--|-------|---|---|---|---|---|----------|
| 5 = Strongly Agree; 4 = Agree; 3= Uncertain; 2 = Disagree; 1 = Strongly Disagree |       |   |   |   |   |   |          |
| Item   | Items | 5 | 4 | 3 | 2 | 1 | $\chi^2$ |

| No. |  |    |    |    |    |    |         |
|-----|--|----|----|----|----|----|---------|
| 1   | The defective examination system prepares background for examination malpractices.   | 40 | 54 | 53 | 37 | 16 | 23.75** |
| 2   | The answers of the questions asked in the examination are directly available in help books which persuade the students to adopt malpractices.          | 23 | 73 | 47 | 37 | 20 | 45.09** |
| 3   | The present day education fails to provide job security, hence meaninglessness of the system encourages copying in examination.                        | 39 | 61 | 53 | 35 | 12 | 35.05** |
| 4   | Over emphasis on certificates over skills and competence gives rise to examination malpractices.   | 44 | 57 | 65 | 17 | 17 | 49.07** |
| 5   | Lack of sufficient number of teachers compels students to indulge in examination malpractices.   | 43 | 71 | 37 | 32 | 17 | 39.03** |
| 6   | Inadequate teaching-learning facilities such as classrooms, libraries and laboratories compel students to indulge in examination malpractices.         | 24 | 43 | 64 | 37 | 32 | 22.85** |
| 7   | Students do not get proper attention due to over-crowded classes. As a result they are compelled to indulge in examination malpractices.               | 41 | 57 | 42 | 36 | 24 | 14.15** |
| 8   | Lenient policy of the Board of School Education against the students caught cheating encourages other students to indulge in examination malpractices. | 42 | 58 | 43 | 32 | 25 | 15.65** |

\*\* Significant at 0.01 level of confidence

### Interpretation

It is revealed from Table 5 that  $\chi^2$  value is significant at 0.01 level of confidence for all the eight items studying examination/education system-related causes with respect to malpractices in examinations. This indicates that the responses of community members in terms of frequencies for strongly agree, agree, uncertain, disagree and strongly disagree differ significantly for all the eight items. The scrutiny of Table 5 indicates that the community members have responded more favourably to strongly agree & agree options for item numbers 1, 2, 3, 4, 5, 7 & 8 and have responded more favourably to 'strongly disagree & disagree' options for item number 6. However, in order to get a clearer picture, the responses for 'strongly agree & agree' and 'disagree & strongly disagree' are added and the following scenario emerges.

**Table 6: Added frequencies for 'strongly agree & agree' and 'disagree & strongly disagree' based upon Table 5**

| Item No. | Strongly Agree+Agree | Uncertain | Disagree+Strongly Disagree |
|----------|----------------------|-----------|----------------------------|
| 1        | 94                   | 53        | 53                         |
| 2        | 96                   | 47        | 57                         |
| 3        | 100                  | 53        | 47                         |
| 4        | 101                  | 65        | 34                         |
| 5        | 114                  | 37        | 49                         |
| 6        | 67                   | 64        | 69                         |
| 7        | 98                   | 42        | 60                         |
| 8        | 100                  | 43        | 57                         |

Table 6 shows that number of responses added for 'strongly agree & agree' is larger for seven items in comparison to responses added for 'disagree & strongly disagree'. Further, the number of responses added for 'disagree & strongly disagree' is larger for one item in comparison to responses added for 'strongly agree & agree'. This indicates that community members view the following five examination/education system-related causes as most important with respect to malpractices in examinations.

| Item No. | Most Important Examination/Education System-Related Causes Perceived by Community Members                                       |
|----------|---|
| 5        | Lack of sufficient number of teachers compels students to indulge in examination malpractices.                                  |
| 4        | Over emphasis on certificates over skills and competence gives rise to examination malpractices.                                |
| 3        | The present day education fails to provide job security, hence meaninglessness of the system encourages copying in examination. |
| 8        | Lenient policy of the Board of School Education against the students caught cheating  |

|   |  |
|---|--|
|   | encourages other students to indulge in examination malpractices.  |
| 7 | Students do not get proper attention due to over-crowded classes. As a result they are compelled to indulge in examination malpractices. |

On the other hand, most of the community members reject altogether the following one examination/education system related causes as a factor for malpractices in examination.

| Item No. | Least Important Examination/Education System-Related Causes Perceived by Community Members   |
|----------|--|
| 6        | Inadequate teaching-learning facilities such as classrooms, libraries and laboratories compel students to indulge in examination malpractices. |

#### d. Miscellaneous Causes

The responses of community members in terms of frequencies for 10 items for miscellaneous causes with respect to malpractices in examinations are presented in Table 7.

**Table 7: Responses of community members in terms of frequencies for 10 items for miscellaneous causes with respect to malpractices in examinations along with  $\chi^2$  values**

| MISCELLANEOUS FACTORS  |   |    |    |    |    |    |          |
|--|---|----|----|----|----|----|----------|
| 5 = Strongly Agree; 4 = Agree; 3= Uncertain; 2 = Disagree; 1 = Strongly Disagree |   |    |    |    |    |    |          |
| Item No.   | Items   | 5  | 4  | 3  | 2  | 1  | $\chi^2$ |
| 1  | Societal expectations for educational qualification puts pressure on students to indulge in examination malpractices  | 41 | 77 | 38 | 33 | 11 | 56.06**  |
| 2  | Lack of appropriate punishment measures for external perpetrators of examination malpractices leads to increase in examination malpractices.  | 39 | 71 | 52 | 26 | 12 | 52.15**  |
| 3  | Connivance of schools especially private ones to give good results to attract parents and students leads to examination malpractices.   | 44 | 65 | 44 | 30 | 17 | 32.15**  |
| 4  | Students are already aware that the school/teachers /parents will assist them in malpractices.  | 29 | 55 | 45 | 29 | 42 | 12.04    |
| 5  | Examination centres located in remote areas provide an opportunity for malpractices due to poor supervision by authorities.   | 51 | 64 | 41 | 27 | 17 | 34.09**  |
| 6  | Parents especially of wards from private schools, threaten proprietors of withdrawal if their children do not bring excellent results.  | 56 | 47 | 53 | 17 | 27 | 29.03**  |
| 7  | Parental undue expectations from their wards to get high scores compel the students to indulge in malpractices in examinations (the expectations arise primarily due to social prestige/further admission). | 42 | 61 | 62 | 27 | 8  | 53.05**  |
| 8  | Lack of proper monitoring/supervision of their wards by parents prompts the students to indulge in examination malpractices.  | 32 | 65 | 68 | 27 | 8  | 66.65**  |
| 9  | Poor moral upbringing of some youth by parents leads them to indulge in examination malpractices.   | 35 | 59 | 49 | 30 | 27 | 18.04**  |
| 10   | Interference of local leaders like Pradhan or political persons forces the school principal/teachers to support/ignore malpractices in examinations.  | 26 | 32 | 69 | 43 | 30 | 30.25**  |

\*\* Significant at 0.01 level of confidence

#### Interpretation

It is revealed from Table 7 that  $\chi^2$  value is significant at 0.01 level of confidence for nine items studying miscellaneous causes with respect to malpractices in examinations except item number 4 for which it is not significant at 0.01 level of confidence. This indicates that the responses of community members in terms of frequencies for strongly agree, agree, uncertain, disagree and strongly disagree differ significantly for nine items. The scrutiny of Table 7 indicates that the community members have responded more favourably to strongly agree & agree options for item numbers 1, 2, 3, 4, 5, 6, 7, 8 & 9 and have responded more favourably to 'strongly disagree & disagree' options for item number 10. However, in order to get a clearer picture, the responses for 'strongly agree & agree' and 'disagree & strongly disagree' are added and the following scenario emerges.

**Table 8: Added frequencies for ‘strongly agree & agree’ and ‘disagree& strongly disagree’ based upon Table 7.**

| Item No. | Strongly Agree+Agree | Uncertain | Disagree+Strongly Disagree |
|----------|----------------------|-----------|----------------------------|
| 1        | 118                  | 38        | 44                         |
| 2        | 110                  | 52        | 38                         |
| 3        | 109                  | 44        | 47                         |
| 4        | 84                   | 45        | 71                         |
| 5        | 115                  | 41        | 44                         |
| 6        | 103                  | 53        | 44                         |
| 7        | 103                  | 62        | 35                         |
| 8        | 97                   | 68        | 35                         |
| 9        | 94                   | 49        | 57                         |
| 10       | 58                   | 69        | 73                         |

Table 8 shows that the number of responses added for ‘strongly agree & agree’ is larger for nine items in comparison to responses added for ‘disagree & strongly disagree’. Further, the number of responses added for ‘disagree & strongly disagree’ is larger for one items in comparison to responses added for ‘strongly agree & agree’. This indicates that community members view the following five miscellaneous causes as most important with respect to malpractices in examinations.

| Item No. | Most Important Miscellaneous Causes Perceived by Community Members   |
|----------|--|
| 1        | Societal expectations for educational qualification puts pressure on students to indulge in examination malpractices                         |
| 5        | Examination centres located in remote areas provide an opportunity for malpractices due to poor supervision by authorities.                  |
| 2        | Lack of appropriate punishment measures for external perpetrators of examination malpractices leads to increase in examination malpractices. |
| 3        | Connivance of schools especially private ones to give good results to attract parents and students leads to examination malpractices.        |
| 6        | Parents especially of wards from private schools, threaten proprietors of withdrawal if their children do not bring excellent results.       |

On the other hand, most of the community members reject altogether the following miscellaneous cause as a factor for malpractices in examination.

| Item No. | Least Important Miscellaneous Causes Perceived by Community Members  |
|----------|--|
| 10       | Interference of local leaders like Pradhan or political persons forces the school principal/teachers to support/ignore malpractices in examinations. |

The results of the study reveal different causes under four categories which lead to malpractices in school examinations as perceived by community members. It is hoped that these results will help all the stakeholders viz., parents, teachers, headmasters, principals, administrators and policy planners to have a deep insight into the problem and further devise methods and policies to minimise the problem of malpractices in examinations.

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