

A Study of E-Cheating Habit of Students in Three Selected Universities in Nigeria.

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Abstract.

Several studies have emerged on examination misconduct in Nigeria, but 'e-cheating' habit of students, a new form of examination fraud is yet to be given adequate attention in the literature. This study is provoked to address this problem not only in the country but also in academic scholarship. Using three selected universities samples, the study examines methods which students are using in engaging ICTs to perpetuate examination misconduct. Relying on raw data of one hundred and ninety-nine (199) students retrieved, the study attempted to uncover if a significant difference exists in e-cheating habit between ICT-compliant students and other students in rubrics not science-oriented. It equally tried to discover if there is a significant difference in e-cheating habit between male and female students. Drawing on the recorded data in each institution, the study reported five ICT tools associated with examination misconduct. Using chi-square (X^2) to test the hypotheses, the study reported a significant difference between ICT-compliant students and other students in rubrics not science-oriented. Finally, it revealed a significant difference in e-cheating habit between male and female students.

Key Words: E-cheating; Dysfunctional Habit; Examination Misconduct; Universities; Nigeria.

1. Introduction

Every notable invention, in spite of its usefulness, has obvious challenges it portends to diverse areas of human endeavours. Global revolution in Information Communication Technologies (ICTs) is not an exception. Despite the fact that it has brought about modern communication hardware, internet service and more effective and efficient computer systems for processing information for the betterment of human race (Ramjit & Singh, 2004), ICT associated with internet service has equally resulted in a new wave of cheating in all area of human endeavours. Ill- minded individuals engage in various vices (cyber scam, e-cheating, hijacked e-mails, fake websites, high-tech and computer fraud) through the aid of the internet online business transactions (Chawki, 2009) as cited by (Igwe, 2011). Our focus in

this paper as scholars of development is its rate of escalation in the academic assessment context. Global communication technologies- mobile phone, I-phone, I-pod, laptops, I pad, unauthorized scientific calculators, organizers, compact disc among others, are fast becoming sources of discomfort and worry to individuals, groups and government in Nigeria (Okonigene & Adekanle, 2010).

In the country's tertiary institutions, ICTs have resulted in high level of examination misconduct, tagged "e-cheating" among students. "E-cheating" according to omonijo et al., (2011) is the habit of students engaging ICT devices to indulge in examination misconduct. The menace has now provided a smart way for notorious students to beat the effort of civil society group and well-meaning Nigerians in curtailing examination fraud (Omonijo et al., 2011). Prior the invention of ICTs, the menace of examination misconduct was a big problem to the nation's education system (Oduwaiye, 2005); Ijaiya, (2006); Joshua, (2008); Olatunbosun, (2009); Omonijo & Fadugba (2011). The country had not recovered from its danger, when the problem of "e-cheating" came up. It compounded the issue of examination fraud by entrenching it in the psyche of most Nigerian tertiary students (Eze, 2009). The problem is becoming aggravated and unbearable because many examination officials, including University staff, collaborate, connive and collide with students to perpetuate the dysfunctional habit, when students might have bribed them (Olatunbosun, 2009). To worsen the situation, the Nigerian judiciary has never brought any culprit to book (Omonijo & Fadugba, 2011). Infact, members of the judiciary, parents, teachers and government functionaries were indicted in the act (Omonijo & Fadugba, 2011). Consequently, several cases of "e-cheating" were not reported by many examination officials, while most of the few ones reported were poorly treated, due to corruption (Nweke, 2009). This brings to the fore some of the reasons why government has failed to provide adequate solutions to the menace. The government itself constitutes a big problem to the remedy because most officials got to office through cheating, that is, rigging elections, bribery, forging of certificates and other manipulations. Hence, they lack moral justification and good conscience to wage war against the habit. As a matter of fact, Nigerian system does not reward integrity, hardwork, effectiveness and efficiency (Ejiofor, 1987). Instead, disorderly behaviour and bad conducts are often interpreted as traits of smartness and bravery (Balogun et al, 2012). Thus, liars, treasury looters, smugglers and murderers are applauded and embraced in villages, town and cities across the nation (Omonijo & Fadugba, 2011).

In spite of the above, however, studies on "e-cheating" habit among students in Nigerian Tertiary institutions are yet to be given adequate attention in the literature. The recent study of Adebayo (2011) on 'Common Cheating Behaviour Among Nigerian University Students' conspicuously omitted the social problem. Although, Adeoye, (2010) attempted to address the issue in his "Emerging Communication Technology and Examination Malpractices in Nigeria Educational Sector" but no attempt was made to establish if a significant difference exists in "e-cheating" habit between ICT-compliant students and other students in programs not science-oriented. Moreover, the study could not determine whether a significant difference exists in "e-cheating" habit between male and female students. Thus, the need to make up for these gaps in knowledge in area of education in Nigeria makes the current study very significant. Its findings would further reveal various methods as well as types of ICT tools that students employ in perpetuating examination fraud in Nigerian Universities. The problem of "e-cheating" if not properly handled will keep on undermining the quality of our degrees and graduates' performances in work settings. It could also question their meaningful contributions to national development as well as the integrity of Nigerians in international community.

2. Hypotheses

Based on the assumption that science students employ ICT-devices in the course of their studies more than other students in programs not science-oriented. Also, based on the findings of Anugwom et al, (2010) that male students are more involved in science-oriented programs than their female counterparts, it has been hypothesized in this study that:

(a) ICT-compliant students will manifest significantly in e-cheating habit than students in other programs not science-oriented.

(b) Male students will manifest significantly in e-cheating habit than female students.

The above hypotheses were tested using X^2 statistics at .05 level of significance for degree of freedom 1.

3. An Exposition of Research on Cheating in Nigeria

High level cheating was not part and parcel of Africa traditional societies. It is alien and of course very strange to their culture (Kudadjie, 2011). Although, these societies were not completely free from cheating, but the extent of its occurrence was minimal owing to the following reasons:

- High level technologies of today were not available prior colonialism.
- Everybody was self-employed either through farming or trading or fishing or herding, and commence like pottery, cloth making, and craft work, among others. Hence, high level of joblessness leading to abject poverty in the present day Nigeria was not in existence.
- Every instance of fraud attracted serious sanctions such as stoning of victims to death, public and social ostracism of others, Adebayo (1983) cited in Omonijo (2008). This could be implemented to letters because non-material social facts (values, norms and other conceptual beliefs) were taken seriously (Durkheim, 1982).
- Ethics similar to Christian doctrine were actively in place. Thus, primitive people valued integrity more than wealth (Omonijo, 2008). Also, the spirit of communalism and care for others was highly in vogue. Nearly everybody considered himself as his brother's keeper (Omonijo, 2008). Therefore, there was an instant and unquestioning willingness to share with the less privileged (Kudadjie, 2011). This is largely attributed to the fact that traditional societies were held together by collective consciousness, which emphasized the pursuit of material social facts, physical social structures that exerts influence on the individual among the people, Durkheim, (1982) cited by Omonijo, (2008).

Cheating took a new dimension in Africa since the advent of colonialism, as resources meant for the development of traditional societies, were unjustly exported to advanced societies (Rodney, 1972; Frank, 1969). In other words, the thought of cheating became highly galvanized during colonial imperialism (Lenin, 1963). Lenin, a scholar of Marxist extraction explains that cheating mentality of primitive people is traceable to their experience with enslavement by Western nations. Evil practices associated with civilization became obvious, pronounced and escalated in towns; villages and cities in many traditional societies after independence. Leaders who took over from the colonialists did not help matters. Many of them kept the ball of cheating rolling in their countries (Omonijo, 2008). Election results were massively rigged in order to perpetuate themselves in office (Ake, 2001; Akani, 2001). Imbroglio that characterized rigging of 1965 general elections ushered the military into politics (Omonijo et al., 2011). They looted the nations' resources at alarming dimension, more than politicians (Gire, 1999). The regime of Ibrahim Babangida in Nigeria encouraged and institutionalized corruption through kill-and-divide strategies (Igwe, 2011) while the rise and fall of Sani Abacha was one of the most outstanding factors that popularized fraud in the country (Igwe, 2011).

As elites kept on enriching themselves, the job market worsened per day (Igwe, 2011). Nigerians began to experience high rate of inflation and foreign exchange, leading to depreciation of the Nigerian naira. The cumulative effect of the above continued to destroy the nation's economy and pauperized the sector for the establishment of flourishing industries, which serves as the backbone of employment. This has resulted in massive joblessness as indicated in figure 1.

The rate of unemployment commenced to increase in the year 2000. It reached an alarming rate in 2009. Since then, 57% of the population lives on less than US\$1 per day (Walsh, 2011). This ushered in abject poverty across the country (Omonijo et al., 2011). Standard and cost of living seems to have been jacked up to an unbearable level for common man. Thus, short cut to a successful life,

which is located in cheating, began to erupt in every area of human endeavours. In no time, it became a national character (Ovbiagele, 2007). Moral integrity has been thrashed and wickedness is being glorified. Thus, most people do not see anything bad in cheating any longer to the extent that liars, thieves and murderers are applauded and rewarded by the majority of the populace, including government functionaries, Ukuekue, (1999) cited in (Omonijo & Fadugba, 2011). As a result, emphasis has been shifted from how people achieve success in all areas of life to success itself. Nigerian society does not care about how people achieve success again; she only applauds those who become successful in any area of life, no matter how they achieve it (Oduwaiye, 2004).

The same scenario abounds in education in the present day Nigeria. Due to cheating arising from ICT -tools, the sector, which is the key that unlocks the development of personal and national potentials of individuals and nations including people's rights and power, has witnessed a devastating blow by inflicting injuries on the two main purposes of education. Firstly, the aim of developing youths to meet the nation's manpower requirement has been badly affected (Obudigha, 2010). Candidates who cannot defend their course of studies pervade every nook and corner of the country, resulting in high level of educated illiterates, which is a bad signal to national development (Omonijo & Fadugba 2011). Secondly, the aim of preparing the young ones to face future challenges have been jeopardized (Obudigha, 2010). Most students are no longer interested in preparing themselves to meeting the future challenges of Nigeria. Majority of them are absolutely interested in the 'larger share of the national cake' through corruption. Such students want jobs in organizations, where they can embezzle money, collect bribe, steal and become rich quickly (Jekayinta et al., 2010). Nevertheless, securing Job opportunities in such organizations is not possible without certificates. It is the proof of education, even, when the course of study cannot be sufficiently professed by the holder. The certificate is the yardstick for measuring the educated. Thus, such students want certificates at all cost, even if they are not mentally fit for it (Omonijo & Fadugba 2011). The desperation of such students to obtain certificates has resulted in high level of examination misconduct through ICT tools in the country (Nweke, 2009).

4. Various Means of Cheating Through ICTs

Computer-related crimes include traditional crimes that have been transformed by computer devices. These according to Koenig (2002) include:

1. Internet auction fraud (primarily thefts). This involves fraud attributable to the misrepresentation of a product advertised for sale through internet auction site or the non-delivery of products purchased through the site (Internet Crime Complaint Centre, 2011).
2. Cyber Crimes. Computer crimes encompass a broad range of potentially illegal activities. Cybercrime is a global phenomenon, which is threatening the economy of nations. It is a major threat in India, Nigeria among other nations. In Nigeria, perpetrators of this crime are tagged "yahoo boys". They are taking advantage of e-commerce system available on the internet to defraud unsuspecting victims who are mostly foreigners of their thousands of dollars. Okonigene and Adekanle (2010) categorized this type of crime into two major groups:
 - Crimes that target computer networks or devices directly.
 - Crimes facilitated by computer networks or devices. The main target is independent of the computer network or device.
3. Stalking (cyber stalking). This refers to harassing or threatening behaviour that is engaged in repeatedly. Such harassment can either be physical or cyber. The physical aspect involves following someone, appearing at a person's home or place of business, making harassing phone calls, leaving written messages or objects, or vandalizing one's property.

Cyber stalking involves using the internet or other electronic means to harass people. A January 2009 U.S. Department of Justice report found that 23% of stalking victims suffered some form of cyber stalking, and 6% suffered electronic monitoring such as spyware, bugging

or video surveillance. (Bureau of Stalking Statistics, United States 2009). Some examples of tactics a cyber-stalker may use include:

- Sending manipulative, threatening, lewd or harassing emails from an assortment of email accounts.
 - Hacking into a victim's online accounts (such as banking or email) and changing the victim's settings and passwords.
 - Creating false online accounts on social networking and dating sites, impersonating the victim or attempting to establish contact with the victim by using a false personal.
 - Posting messages to online bulletin boards and discussion groups with the victim's personal information, such as home address, phone number or social security number. Posts may also be lewd or controversial and result in the victim receiving numerous emails, calls or visits from people who read the post online.
 - Signing up for numerous online mailing lists and services using a victim's name and e-mail address.
4. Online gambling. It is also known as Internet or I-Gambling. It is a general term for gambling using the Internet. This includes various illegal acts such as online poker, casinos, sports betting, bingo lotteries and many more, which pathological gamblers commit. (Grant et al., 2007). Gambling could be very dangerous because it can lead to serious psychological, physical and financial harm. Individuals who become "hooked" frequently lose their jobs, homes and marriage and sometimes even contemplate suicide. Internet gambling is not alone in causing such consequences, but it facilitates and accentuates the challenges posed by problem gambling (Carruthers, 2006).
5. Criminal threats and others such as threatening or annoying electronic mail; fraudulent credit card transactions; fraudulent application for goods and services; identity theft and letter scam termed 419 in Nigeria.

5. State of Knowledge on ICT-tools that Students are Using to Perpetuate Examination Misconduct in Nigerian Universities.

Jekayinfa et al., (2010) identified 'Computo' as one of the prominent technologies being used by students to perpetuate examination misconduct in Nigeria. This involves the use of calculators, which have facilities for multiple entries. Most invigilators, especially those who are not ICT-compliant may not know that it has such facilities. They may think it is an ordinary calculator. More often than not, many students who inscribed answers on their calculators have been caught in examination halls copying verbatim what they put on their calculators into their answer scripts. In architecture, where computer is being used to write examination, students have been caught sending answers to another student through internet. Directly connected to the above is web site link with examination misconduct. Harris and Schoenig, (2010) view it as a tool of perpetuating examination misconduct. According to them, chat rooms and social networking sites have increased in popularity, the incidents of examinees violating confidentiality rules and exposing copyrighted test content have also increased. Lecturers who are ready to collaborate with students in order to cheat in examinations often reveal pretest items, questions and answers prior examination through web-chat rooms and social networking sites. Nweke, (2009) sees mobile phones as other vital instruments of carrying out examination fraud. He singled out mobile phone's short message service has a means of perpetuating examination misconduct in Nigerian Universities. Nweke, (2009) believes immensely that the fraud has continued to rise among Nigerian students. Buttressing the above view, Akesuola, (2009) claims that "some students used to store answers on their phones and bring them to the examination hall in order to copy them on their scripts" while Assam, (2009) reveals a worrisome dimension of this act by asserting that some female students actually hide their phones, which contain answers to questions being examined

in their under-wears and when confronted by the invigilators, they claim were only adjusting their sanitary towels to make it firm.

Indicating the level of its escalation in the country, Joint Admission and Matriculation Board (JAMB) confiscated about 1,948 mobile phones in 2007 with evidence of prepared answers sent through Short Message Service (SMS). The figure increased to 3,039 in 2008 (IT Realms online, 2009). Scientific Calculators that are capable of retrieving data stored, performing symbolic mathematical manipulation, integration or differentiation have also been caught with students in examination hall (Assam, 2009). In another development, pocket organizers, hand-held computers, lap-top computers, electronic writing-pads or pen-input devices, calculators with typewriter-like keypads known as QWERTY, calculators with tape, calculators with graphical display, calculators that make noise or talk, or calculators in mobile phones have equally been associated with examination fraud in developed countries (Assam, 2009). Instruction manuals and external storage media (for example, card, tape, disk, smartcard or plug-in modules) can equally be used to perpetuate examination misconduct.

6. Theoretical Insights

In academia, happenings, events, habits and attitudes of mankind in the society are explained or analyzed with different paradigms. Functionalism is one of such in social sciences. It provides a sociological platform for analyzing “e-cheating” habit of students, an aspect of crime in tertiary institutions in Nigeria. Going by the paradigm, crime is regarded as a part of social life that is functional to the societal well-being (Durkheim, (1982) cited by Omonijo, (2008) by providing a means of livelihood for a section of the society. Staff of institutions created to checkmate crime in man’s society-members of the judiciary, Economic and Financial Crime Commission (EFCC), police, State Security Agents (SSA) are in this category. It equally provides a means of survival for those who are jobless. Nearly all economic (and non-economic) academic presentations, consider unemployment as an important cause of crime (Saridakis & Spengler, 2012). Unemployment manifests the (lack of) opportunity to participate in the legitimate job market and acquisition of legal earnings (Freeman, (1999) cited by Saridakis and Spengler, (2012). Hence, the exclusion from legal income opportunities increases the expected returns from crime. Cases of underemployed and underpaid staff are equally crucial to this discourse. Most of them are surviving in Nigeria through corruption (Omonijo, 2008). In contrary, however, Marxian scholars condemn and dismiss functionalist point of view and argue that crime is the end product of exploitation of the proletariat by the bourgeois in capitalist societies. In other words, cheating does not just erupt because there are specific functions attached to it, it is a reaction to the exploitation of the masses by the ruling class. Elites who perform state activities, use the general powers of the state to pursue their own particular interests within the state hierarchy (Marx, 1975). Although this view undermines prevalence of crimes in socialist societies, but it rings a bell in the capitalist societies of many underdeveloped countries. In Nigeria, it brings to bear or confirm bad management of the country by the elites in power as well as the looting of resources meant for national development to their own advantage; and to the detriment of common man (Omonijo, 2008). The adverse effect of these is traceable to the current high level of lawlessness and poverty prevailing across the nation and it could play a cogent role in the escalation of cheating among citizenry. On this note, Merton’s (1938) work in criminological Sociology through his seminal paper on “Social Structure and Anomie” becomes relevant to this discourse in the following ways:

Firstly, the structure of Nigeria makes law for the prosecution of students who indulge in examination misconduct, but the same system has never prosecuted any offender. The study of Omonijo and Fadugba, (2011) on “Parental Influence of Wards in the Escalation of Examination Misconduct in Nigeria” attributes the failure to prosecute violators of examination misconduct to the fact that most children of government functionaries are involved. This seems to be encouraging other students to indulge in the act, averring that they would go scot free because the Nigerian legal framework appears to highlight the palliative and non- facilitator nature of criminal law.

Secondly, the same structure stretches out merit system as one of the criteria for job placement in work settings, but the same system is largely encouraging favouritism, quota system and federal character, which counter meritocracy in recruiting people to public service. In most cases, the rule of the game is “who you know”. It does not matter whether one is qualified or not, so long the candidate has a certificate and he or she is highly connected, the probability of fixing him or her up in a better place is higher than many qualified candidates. This could encourage cheating among students, mostly those who are not bright enough to pass their examinations in flying colours.

Thirdly, the structure of Nigeria as a nation makes provision for people to be educated but the same system fails to make employment opportunities available for these people to earn a living and cater for their families, including paying their children school fees. Some of these children may want to struggle in order to get their school fees themselves. During examinations they may want to do everything possible, including cheating to pass, knowing fully well what they passed through before getting their fees and obtaining another school fees to repeat a level is not easy. Apparently, such a student will be more likely to struggle for self determination of his/her self defining goal attainment.

By and large, crime could provide a means of survival to a section of the public, resulting in temporary relief from poverty for this class of people (Jeremiah 17:11). The sociological relevance of the relief is very crucial to the continuity of the entire society. As it preserves the section from starvation and extinction. Nevertheless, a section that is benefiting from crime cannot be compared with the majority that bear its cumulative brunt or effect on the long run. The more crime escalates in a society, the more it contaminates or debauches the whole nation and makes her backward in the comity of nations worldwide Anugwom, (2002) cited by Omonijo, (2008). Hence, its escalation should be curtailed with all seriousness. Although, no matter the seriousness of measures put in place to ensure this, it is very germane to note that crime cannot be totally eradicated in man's society irrespective of her level of development and ideological affiliations (Omonijo, 2008). Also, building societies based on equality and humane values of living void of accumulating personal wealth but for using knowledge, skills, talents and whatever resources available to make country better places for the entire citizenry (Omonijo et al., (2011), is not an antidote to absolutely crime-free society. However, countries could ensure effective and efficient security network either to prevent access of people to crime or to apprehend culprits and easily bring them to book, without fear or favour. Being caught and punished may deter offenders from committing a crime again, as well as deter future offenders who contemplate committing crimes (Saridakisa & Spenglerb, 2012).

7. Methodological issues

7.1 Research Design

This study employs ex-post (descriptive and inferential) designs because events that led to the study took place in the past. Moreover, this design was deemed fit because the researchers did not consciously manipulate any of the variables of interest in the study, they were only measured as they had occurred. The study is an ex- post- facto research.

7.2 Research Instruments

Primary and secondary means of data collection was adopted. This involves excursion into literature and retrieving of information from registers. Information concerning the number of students caught with ICT devices in the last three years, their gender and type of ICT-tools, which they were using to perpetuate examination misconduct were retrieved from written documents produced by the Chairman of Examination Committees (CEC) in each of the three institutions.

7.3 Participants

Raw data of one hundred and ninety-nine (199) students caught with ICT-tools in the examination hall was used for the study. Although, the researchers did not have direct contact with these students, but their record was obtained from CEC in each of these institutions. Precisely, one hundred and eight (108), forty-two (42) and forty-nine (49) was recorded in University A, University B and University C respectively.

7.4 Data Validity and Reliability

Being a descriptive study, raw data retrieved from each institution was used for this study. Although the figure is small but it is more valid and reliable than questionnaire that carries opinions of respondents, which may not reflect the reality on the issue under investigation. In the context of issue in focus, the data has robust contextual validity; and in terms of the actual sample, the study has substantive ecological validity and is highly dependable for use in research involving dysfunctional examination behaviour.

7.5 Statistical Analysis

Based on the hypotheses that were stated, the chi-square(X^2) was used for the analysis of the data at .05 level of significance, using 1 as degree of freedom.

8. Results

Table 1 presents the descriptive statistics on ICT-devices and programs of students caught during examinations with each of the variables in their different levels. 199 students were caught cheating with ICT-tools in the three Universities in the last three years. Out of this figure, University A recorded 108 students. 66.67% of them were science students while 33.33% were in other courses not science-oriented. University B recorded the least figure with 42 students. 64.29% of them were science oriented ones while 35.71% were in other programmers, not science oriented. University C had the second highest figure with 49 students. 73.47% of them were science oriented students while 25.53% were not science oriented students.

Table 2 indicates the descriptive statistics on gender connotation of cheating habit among students. Five ICT-devices were identified or caught with 199 students in the course of examinations in the three Universities in the last three years. Out of this figure, University A recorded the highest number of violators-108. 61.11% of them were males while 38.89% were females. University B had the least figure-42. 59.52% of them were males while 40.47% were females. University C had 49 students out of which 73.47% were males while 26.53% were females.

The result as shown in Table 3 indicates that five ICT devices were identified with cheating during examinations among students. These includes, mobile phone, which validates the submission of Nweke (2009), who believes that mobile phones are vital instruments of engaging examination misconduct by many students, computer that corroborates Harris and Schoeing (2010), who claim that most students engage computer to copy and send answers to another through internet, calculators, which is in line with Jekayinfa et al., (2010), who see calculators as the prominent technologies being used by students to indulge in examination misconduct, I-Pods and palmtops.

Table 4 a&b presents the result of the first hypothesis that looked at the significant differences in e-cheating habit between ICT-compliant students and other students in programs of study not science-oriented. The result show that a significant relationship exists in e-cheating habit between ICT-compliant students and other students in programs not science-oriented, $X^2(199) = 5.025$, at $p < .05$ level of significance. ICT-compliant students were more involved in e-cheating habit than other students in programs not science-oriented.

Table 5 a&b presents the result of the second hypothesis that examined the significant differences in e-cheating habit between male and female students. The result indicates a significant relationship between male and female, $X^2(199) = 4.84$, at $p < .05$ level of significance. Male students were more involved in e-cheating habit than their female counterparts. This result could be justified based on the fact that male students are more involved in ICT-related courses than their female counterparts (Anugwom et al., 2010). It could be the reason why male students were more involved in e-cheating habit than their female colleagues.

Hence, the two hypotheses tested were found to be accepted as they were statistically established to be significant. The explanation of the findings is given in the following discuss.

9. Discussion.

Hypothesis one examined a significant difference in e-cheating habit between ICT-compliant students and other students in programs not science-oriented. Hypothesis two equally investigated a significant differences in e-cheating habit between male and female students. The findings reported in this research obviously point to the fact that adequate knowledge of ICT could result in its engagement to commit cheating. Since science students engage ICT tools in the course of their academic studies more than other students in humanity, behavioural and social sciences, they may likely be more involved in engaging ICT devices to commit cheating during examinations. Students who are already used to ICT-devices prior examinations may easily engage them to favour themselves, friends and classmates during examinations. Moreover, table 2 goes to confirm the result of hypothesis two in respect of gender connotation of e-cheating habit. According to the table, male students were more involved in e-cheating habit than their female counterparts. This corroborates Lombroso (1903) cited by (Omonijo et al., 2011), who concludes that female criminals are rare. Female folk according to him have not evolved like males, due to the inactive nature of their lives. In another development, Anugwom et al., (2010) conclude that male students undertake science programs more than their female counterparts. Hence, this could be the main reason while they are more involved in e-cheating habit than their female counterparts.

10. Conclusion

Although it is very intricate to adduce cogent reasons for the escalation of e-cheating habit of students in Nigerian universities, it is not out of place to say that the problem of the e-cheating culture is basically learnt and transmitted in the process of socialisation and social diffusion in society. Nigeria is a country where most people see cheating as a normal part of everyday activities and perpetrators are often celebrated. Unruly behaviour and bad conducts are sometimes interpreted as symptoms of being smart. One vital way this unwelcome act is learned and re-enacted is "modeling". The country is a place where "being on the fast lane" is encouraged and being "patient" is ridiculed or laughed at (Saridakisa & Spenglerb, 2012). Based on the above, these scholars believe that the e-cheating habit needs to be tackled through a well conceived and articulated dysfunctional habit change programs and punitive measures. Any student who engages in cheating while in school may likely rig in any electoral contest and that may not be unconnected with high level of rigging in all elections in the country since 1960. Also, such a student could loot the resources of the organization, where he works as well as the resources of his nation if opportunity avails, which may not be equally divorced from the rate of looting prevailing among the Nigerian elites. Therefore, it should be addressed with all seriousness.

11. Recommendations

Counselling psychotherapy and advice are two important factors which can be employed in changing bad habits. Moreover, spiritual transformation can be used to reinforce these two factors. It may destroy the spirit behind immorality. Based on this understanding and the pattern of differences shown by the findings of this research, it is, therefore, suggested that:

- Students should be banned from bringing ICT devices such as mobile phones, I-pods, and palmtops to the examination hall. Private Christian Mission Institutions like Covenant and Redeemer Universities have already taken that step. In-fact possession of mobile phone is outlawed while on campus in Covenant University. Other institutions should follow suit.
- Calculators should be properly scrutinized before the commencement of any examination. Any calculators with inscriptions should be seized prior examination.
- Faith base organisations should intensify teaching and preaching on holiness and consequences of having success in a dubious way.
- In courses where computer is extremely important for examination, mostly science programs such as Architecture, students should be properly monitored to avoid copying and sending of answers from one person to another.
- Programs, mostly counselling and spiritual should be organized for students to keep them abreast of the danger inherent in cheating, to their lives and the entire nation at first instance. Anyone caught after that should be expelled from the University.
- Internet on desktop computers should be disconnected when students are about to use these systems to write examinations.
- Any examination officials including university staff caught aiding and abetting e-cheating should be severance without benefits.
- Voluntary organizations, families and interested individuals should be involved in a grand campaign that will be aimed at reducing cheating on campuses. There should be conscious call of researchers' attention to the need to embark on research activities in the areas of integrity.
- Government and its relevant agencies should critically look into the issues of corruption within its border and ensure that those caught be seriously sactioned without fear or favour.
- Another study is recommended to examine other social vices associated with the use of ICTs, and implications they portend on studentship in Private Christian Mission Universities, created to combat social-ills confronting Nigeria.

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List of Tables

Table 1

Descriptive statistics on ICT devices & program of students caught during examinations in 3 selected Universities in Nigeria.

S/ N	ICT Devices	ICT Devices & Program of Students Caught During examination.								
		University A			University B			University C		
		Science	Other prog.	Total	Science	Other prog.	Total	Science	Other prog.	Total
1	Mobile phones	21 (70)	09 (30)	30 (100)	08 (66.67)	04 (33.33)	12 (100)	12 (63.16)	07 (36.84)	19 (100)
2	Calculators	19 (79.17)	05 (20.83)	24 (100)	10 (66.67)	05 (33.33)	15 (100)	04 (66.67)	02 (33.33)	06 (100)
3	Computer	18 (100)	0(0)	18 (100)	03 (100)	0(0)	03(100)	13 (100)	0(0)	13 (100)
4	I-pods	10 (37.04)	17 (62.96)	27 (100)	05 (50)	05 (50)	10 (100)	05 (62.5)	03 (37.5)	08 (100)
5	Palmtop	04 (44.44)	05 (55.56)	09 (100)	01(50)	01 (50)	02 (100)	02 (66.67)	01(33.33)	03 (100)
Total		72 (66.67)	36 (33.33)	108 (100)	27 (64.29)	15 (35.71)	42 (100)	36 (73.47)	13 (25.53)	49 (100)

Source: Field survey data 2012

Table 2

Descriptive statistics on Gender of students and ICT-tools used to indulge in examination misconduct in three selected Universities in Nigeria.

S/ N	ICT Devices	ICT devices and gender of students nabbed during examination.								
		University A			University B			University C		
		M	F	Total	M	F	Total	M	F	Total
1	Mobile phones	20(66.67)	10(33.33)	30 (100)	08 (61.54)	05 (38.46)	13 (100)	12 (70.59)	05 (29.41)	17 (100)
2	Calculators	15 (62.9)	09 (37.5)	24 (100)	07 (66.66)	05 (33.33)	12 (100)	05 (83.33)	01 (16.67)	06 (100)
3	Computer	11 (61.11)	07(38.89)	18 (100)	02 (66.66)	01 (33.33)	03 (100)	08 (66.66)	04 (33.33)	12(100)
4	I-pods	15(55.56)	12(44.44)	27 (100)	06 (54.55)	05 (45.45)	11 (100)	05 (71.43)	02 (28.57)	07 (100)
5	Palmtop	05(55.56)	04(44.44)	09 (100)	02 (66.67)	01 (33.33)	03 (100)	06 (85.71)	01 (14.29)	07(100)
Total		66(61.11)	42(38.89)	108 (100)	25(59.52)	17 (40.47)	42 (100)	36 (73.47)	13 (26.53)	49(100)

Source: Field survey data 2012.

Table 3

Descriptive statistics on ICT devices and methods which students are using to perpetuate examination misconduct in three selected Universities in Nigeria.

S/N	ICT Devices	Methods of Perpetuating Examination Misconduct.
1	Mobile phones	Writing answers in form of text messages, typing of lecture note on phone.
2	Calculators	Inscribing of materials on the cover of the calculator that are relevant to the examination being examined.
3	Computer	Copying and sending of answers from one student to another in a shared local network.
4	I-pods	Storing of already prepared answers and lecture note in the examination hall.
5	Palmtop	Storing of already prepared answers and lecture note for copying in the examination hall.
Total	5 ICTs	6 methods

Source: Field survey data 2012.

Table 4a

Descriptive statistics on significant difference in e-cheating habit between science-oriented students and non-science-oriented students in three selected Universities in Nigeria.

S/N	Selected Universities	Programs of Students		Total
		Science-Oriented	Non-Science Oriented	
1	University A	72(a)	36 (b)	108
2	University B	27 (c)	15 (d)	42
3	University C	36 (e)	13 (f)	49
Total		135	64	199

Source: Field survey data 2012

Table 4b

Summary of X^2 of significant difference in e-cheating habit between ICT-compliant students and other students in areas of study not science-oriented in three selected Universities in Nigeria.

Cells	f_o	f_e	(f_o-f_e)	$(f_o-f_e)^2$
A	72	73.26	-1.26	1.5876
B	36	28.49	7.51	56.400
C	27	33.24	-6.24	38.937
D	15	34.73	-19.73	389.272
E	36	13.50	22.5	506.25
F	13	15.75	-2.75	7.562
Total	199	$\Sigma 198.97$		$\Sigma 1000.008$

Source: Field survey data 2012

Chi-square calculated (X^2_{cal}) value= **5.025** and Chi-square tabulated (X^2_{tab}) value =**3.84**

$$X^2 = \frac{\sum (f_o - f_e)^2}{\sum f_e}$$

Where x^2 is chi-square, f_o is frequency observed, f_e is frequency expected, f_o-f_e is the difference between the observed and expected frequency, $(f_o-f_e)^2$ is the difference between the observed and expected frequency all squared. The degree of freedom is 1 while .05 is the level of significance.

Table 5a

Descriptive statistics on significant difference in e-cheating habit between male and female students in three selected Universities in Nigeria.

S/N	Selected Universities	Gender of Students		Total
		Male	Female	
1	University A	66(a)	33 (b)	99
2	University B	25 (c)	17 (d)	42
3	University C	36 (e)	13 (f)	49
Total		127	63	199

Source: Field survey data 2012

Table 5b

Summary of X^2 of significant difference in e-cheating habit between male and female students in three selected Universities in Nigeria.

Cells	f_o	f_e	(f_o-f_e)	$(f_o-f_e)^2$
A	66	63.18	2.82	8.0089
B	33	26.80	6.2	38.44
C	25	31.27	-6.27	39.3129
D	17	31.34	-14.34	205.6356
E	36	13.29	22.71	515.7441
F	13	15.51	-2.51	6.3001
Total	199	$\Sigma 181.39$		$\Sigma 813.4416$

Source: Field survey data 2012

Chi-square calculated (X^2_{cal}) value= **4.48** and Chi-square tabulated (X^2_{tab}) value = **3.84**

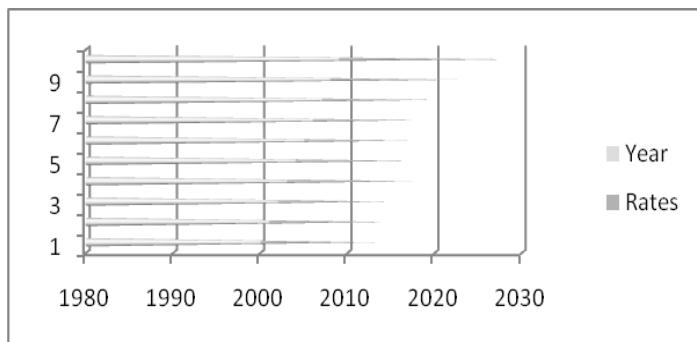
$$X^2 = \sum (f_o - f_e)^2$$

Where χ^2 is chi-square, f_o is frequency observed, f_e is frequency expected, $f_o - f_e$ is the difference between the observed and expected frequency, $(f_o - f_e)^2$ is the difference between the observed and expected frequency all squared. The degree of freedom is 1 while .05 is the level of significance.

List of Figure

Figure 1:

National unemployment rate between 2000-2009.



Source: Field survey data 2012.