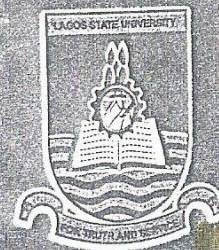


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RELATIONSHIP BETWEEN PRINCIPALS'
ADMINISTRATIVE STYLES AND EXAMINATION
MALPRACTICE: IMPLICATIONS FOR THE
ACHIEVEMENT OF THE SOCIAL STUDIES
OBJECTIVES IN LAGOS STATE PUBLIC
SECONDARY SCHOOL

BY

JIMOH A.S.

CURRICULUM STUDIES DEPARTMENT,
FACULTY OF EDUCATION,
LAGOS STATE UNIVERSITY, OJO.

ABSTRACT

The paper tried to discover the administrative style that is common among Lagos State Public Secondary Schools' Principals and how this contributes to the rampant examination malpractice in our secondary schools.

Forty-five secondary schools' examination officers/chairmen of examination committees of 45 randomly selected secondary schools in the state were served the self-developed Questionnaire on Principals' Administrative Styles and Examination Malpractice in Secondary Schools for collecting data.

The data collected were analyzed with the simple percentage and the "t" test statistic.

It was discovered among others, that the public secondary schools' principals were democratic in their administration and that despite the merits in democracy, the administrative style provides fertile ground for examination malpractice because principals have over

trusted their sub-ordinates who handle their schools' examinations.

INTRODUCTION

Prior to the emergence of the Nigerian National Policy on Education (1977), emphasis was on the "summative examination" for placement, promotion of students and employment.

At the primary school level, the terminal examinations with particular emphasis on the third term or end of year examination determined students' capability to move to higher classes and the First School Leaving Certificate Examination was mainly for certification. The story was the same at the secondary level with the popular School Certificate Examination for certification.

Entrance to higher institutions of learning was based partly on the quality of the certificate obtained and qualifying examinations (entrance examinations and / or interview).

The Nigeria National Policy on Education (1977, 1981 and 1998) however, recommended the 6-3-3-4 system and de-emphasized the end of programme examinations especially at the primary and JSS levels. It emphasized continuous assessment for primary school certification, continuous assessment and examination conducted by public examination bodies for the junior and senior secondary school certification.

Despite the above, examinations at the secondary school level still enjoy prominence.

"Examination" is a word students (at all levels) despise hearing. It sends shivers down their spines, especially the ill prepared ones.

Examination, according to the Oxford Advanced Learners' Dictionary, is testing of knowledge or ability. It is a common means of testing the extent to which the learner has acquired, assimilated or mastered the knowledge or skills being transmitted to him by the teacher. This is measured through the scores obtained in a given test or exam.

Certificate and performances in examinations are the basic requirements for entrance and recruitment into Nigerian Higher Institutions of learning. Therefore, the rush for certificates and higher education, the high competition for the few available slots in educational institutions and job

scarcity made successful performance in examinations "a must" for Nigerian students. The continued emphasis on examination, paper qualification, fear of failure and scramble for the limited job opportunities led ill-prepared students to device various means of passing their exams (legally or illegally).

CASES OF EXAMINATION MALPRACTICE

Examination malpractice, in Nigeria, according to Omolewa (1976) in Ayodabo (2002) is dated back to June 1948 and as early as 1880 in the London University Examinations. However, the first recorded incidence of examination malpractice in Nigeria was the leakage of examination papers of the Cambridge School Certificate Examination in 1914. In 1967, a tribunal of enquiry was set up to unravel the circumstances that led to the mass leakage to check future occurrences. However, since then, the West African Examination Council has recorded widespread leakages (Adeyegbe, 1994 in Fabiyi 2002).

Examination malpractice takes different forms, ranging from bringing materials with relevant information into examination halls to bringing in dangerous weapons, and charms to scare examination officers, stealing other candidates' scripts, impersonation, bullet or missiles (arm and ammunitions), notes in tissue papers, dubbed materials concealed in female wrappers, walkie-talkie, use of high-technology micro-computers, "expo" (leakage before exam), "contractor" invigilators, text messaging through GSM, writings on suckling babies' bodies, collusion among supervisors, invigilators, teachers, schools' heads and touts etcetera (Fabiyi 2002, Ayodabo 2002).

As examination regulations toughen up, examinees were getting more sophisticated in devising means to beat them. This has been a headache to all stakeholders in the educational system.

ADMINISTRATIVE STYLES

Administration is a process of structuring, organizing and guiding situations so that members of a group can achieve goals with minimum effort and time. It is the work a manager or an administrator performs to cause people to take effective action. He manages, makes decisions, develops the staff and motivates his workers.

Some administrative or leadership styles practiced are authoritarian, democratic and laissez-faire types.

The authoritarian administrator is selfish, ruthless, wicked, greedy, loves power, and flattering. The control power and decision-making structures are concentrated on him alone. The democratic administrator on the other hand, shares out his responsibilities among his followers. He accommodates suggestions and initiatives. The laissez-faire administrator is a leaderless type. It means "let alone". It is a situation where power is totally among the people. There is virtually no law. Followers are free to do their wish (Seville 1972 & Gibbs 1954).

A typical Nigerian secondary school is often characterized by teachers' and students' indiscipline ranging from examination malpractice, improper dressing, lateness to school and poor attitude to academic work. The administrative or leadership style of some principals give room for participation which some teachers and students abuse.

As the administrator of the school, the principal's administrative style dictates the teachers' and students' mode of discipline.

OBJECTIVES OF SOCIAL STUDIES

The social studies education is a subject that has a broad based focus and input from various traditional disciplines dealing with the various problems exuding from mankind's relationship with this environment.

The purposes of this broad based nature are:

- To develop in the young learners some positive attitudes of togetherness and appropriate values of honesty, integrity, hard work, fairness and justice at work and at play as their contributions to the development of the (Nigerian) society.
- To use education for developing effective and skilled citizenship in the learners.
- To make them acquire healthy social attitudes and ideas and to develop in them appropriate and useful skills.
- To make learners become "good citizens" capable of and willing to contribute to the development of the society and

- To inculcate the right types of attitudes, skills and values (Akinlaye 2003, Adetoro 2000, Ezegbe 1988 and Ivowi 1993).

If the subject is so embedded with these enormous tasks, no wonder it was made a core subject at the primary and junior secondary school levels as a means of academically molding learners towards developing acceptable social manners. *However, is the inculcation of these treasured values and attitudes being conscientiously pursued at the Nigerian secondary schools with the thriving incidence of examination malpractices? Will this criminal act not derail the actualization of these laudable objectives?*

These and many more unanswered questions prompted this researcher to investigate the examination malpractice issue from the perspective of the principals' administrative styles with the hope of proffering some lasting solutions.

Various attempts have been made by educators and researchers to find out the causes, effects and probably proffering solutions to examination malpractice. Surprisingly, no one seems to recognize the importance of the principals' administrative styles in effecting discipline or otherwise in secondary schools' examinations. A principal's leadership or administrative style and his roles during examinations dictate to some extent, the students' and teachers' mode of discipline during examinations.

The public secondary schools, being the major suppliers of student inputs to the Nigerian tertiary education, therefore, necessitated the study to discover the administrative styles common among Lagos State Public Secondary Schools' Principals and their contribution or otherwise to the rampant incidence of examination malpractice in the secondary schools.

PURPOSE

The study finds out the type of administrative styles common among Lagos State Public Secondary Schools' Principals and their relationship with examination malpractice in public secondary schools.

RESEARCH QUESTIONS

The following questions were answered:

- (1) What administrative style is common among Lagos State Public Secondary Schools' Principals?

- (2) Do principals provide necessary preventive measures against examination malpractices?
- (3) Do principals effectively supervise examinations in their schools?
- (4) Is there any relationship between principals' administrative styles and examination malpractice in secondary schools?

METHODOLOGY

SAMPLE: The sample for the study was made up of 45-examination committee officers/chairmen from 45 randomly selected secondary schools in Lagos State.

INSTRUMENTATION: A self-constructed questionnaire on "Principals' Administrative Styles and Examination Malpractice in Secondary Schools" was used for obtaining data for the study.

The questionnaire contained 70 items divided into 5 sections (A-E). Section A sought for information on demographic data, section B contained 27 items that focused on principals' administrative styles, section C has 19 items which focused on measures at preventing examination malpractice, section D contained 8 items aimed at discovering principals' supervisory roles during examinations and section E also has 8 items to discover existed cases of examination malpractice and how they were handled.

VALIDITY AND RELIABILITY OF INSTRUMENT: The instrument was given to co-lecturers and specialists in educational measurement and research design after the initial draft. Their contributions were considered in the final draft. The instrument was pre-tested using ten teachers. The result showed no ambiguity in the design, wordings, and an indication of easy analysis of responses. It was then self administered to the respondents and collected back immediately to ensure complete return.

DATA ANALYSIS

The analysis was done by applying the simple percentage to questions 1 to 3 and the "t" test statistic formula established at 0.05 level of significance to question 4.

QUESTION ONE

What administrative style is common among Lagos State Public Secondary Schools' Principals? Table 1 below presents the analysis.

Table 1:

Lagos State Secondary Schools Principals' Administrative Styles (In Percentages).

Democratic Administration

No	Statement	S. (18) 40	A (18) 40	D (6) 13.33	SD (3) 6.67	N/R *	Total (45) 100
1.	My principal allows us (teachers) to contribute to decision making on school matters	(9) 20	(30) 66.67	*	(6) 13.33	*	(45) 100
3.	Official information are always communicated round all teachers before action is taken	(12) 26.67	(15) 33.33	(12) 26.67	(3) 6.67	(3) 6.68	(45) 100
4.	My principal creates environments that allows suggestions, ideas and innovations	(18) 40	(24) 53.3	(3) 6.7	*	*	(45) 100
5.	My principal is always fair and firm on all issues	(9) 20	(27) 60	(3) 6.7	(3) 6.7	(3) 6.7	(45) 100
6.	My principals always persuades and encourages workers to seek definite objectives enthusiastically	(9) 20	(18) 40	(6) 13.3	(3) 6.9	(9) 20	(45) 100

No	Statement	SA	A	D	SD	N/R	Total
8.	Teachers are always free to discuss their problems with our principal	(12) 26.7	(21) 46.7	(6) 13.3	(3) 6.7	(3) 6.7	(45) 100
21	My principal knows how to settle disputes, bind groups together and motivate teachers effectively	(9) 20	(27) 60	(6) 13.3	(3) 6.7	*	(45) 100
	Total	(96) 26.67	(180) 50	(42) 11.67	(24) 6.67	(18) 5	(360) 100

AUTHORITARIAN ADMINISTRATION

	STATEMENT	SA	A	D	SD	N/R	TOTAL
7	My principal only involves the vice principals in his decision making processes	(9) 20	(6) 13.33	(15) 33.33	(15) 33.33	*	(45) 100
9	Only the principal, vice principals, and heads of departments are involved in decision making on school issues	*	(3) 6.6	(21) 46.7	(18) 40	(3) 6.6	(45) 100
10	Official information are always restricted to the principal and the heads of departments	*	(3) 6.6	(21) 46.7	(21) 46.7	*	(45) 100
11	Information always becomes stale before reaching the members of staff.	(6) 13.3	(12) 26.7	(18) 40	(9) 20	*	(45) 100
12	My principal takes decisions on his own which must always be binding on both teachers and students.	(9) 20	(3) 6.7	(21) 46.7	(12) 26.7	*	(45) 100
13	The principal applies stringent measures in order to achieve discipline in the school.	(24) 53.3	(9) 20	(12) 26.67	*	*	(45) 100

	STATEMENT	SA	A	D	SD	N/R	TOTAL
14	My principal ensures strong adherence to school's rules and regulations irrespective of any condition.	(21) 46.67	(12) 26.7	(9) 20	(3) 6.6	*	(45) 100
	TOTAL	(69) 21.9	(48) 15.24	(117) 37.14	(78) 24.76	(3) 0.95	(315) 100

LAISSEZ FAIRE ADMINISTRATION

	STATEMENT	SA	A	D	SD	N/R	TOTAL
15	My Principal hardly comes out of his office before closing hours.	(3) 6.6	(3) 6.6	(12) 26.7	(27) 60	*	(45) 100
16	The principal's roles are always performed by vice principals and teachers.	(6) 13.3	(3) 6.7	(9) 20	(27) 60	*	(45) 100
17	Teachers and prefects always do the administration and control of students.	(9) 20	(6) 13.3	(18) 40	(12) 26.7	*	(45) 100
18	Teachers in my school are given absolute freedom to effectively perform their duties.	(21) 46.7	(18) 40	(3) 6.7	(3) 6.7	*	(45) 100
19	Students in my school are given absolute freedom with little administrative interference to enable effective academic attainment	(3) 6.7	(12) 26.7	(18) 40	(12) 26.7	*	(45) 100
	TOTAL	(42) 18.67	(42) 18.67	(60) 26.67	(81) 36	*	(225) 100

Q26 Democratic (27) 60% Autocratic (9) 20%
Laissez Faire (9) 20%

Table I shows that 76.67% (26.67 + 50) of the respondents agreed that their principals exhibit democratic leadership/administrative styles while 18.33% disagreed. 61.9% (24.76 + 37.14) disagreed that the administrative style of their principals is authoritarian, however, 37.14% agreed. While 62.67% (26.67 + 36) were of the opinion that their principals are not laissez faire but 37.34% took them to be.

On further probe, question item 26 succinctly shows that 60% of the respondents were of the opinion that their principals are democratic, while 20% agreed with autocratic and laissez faire respectively.

With the above analysis, it could be concluded that Lagos State Public Secondary Schools' Principals are democratic in their administrative styles.

QUESTION TWO

Do Public Secondary Schools' Principals provide necessary measures against examination malpractice? The analysis of question two is presented on table 2 below.

TABLE II: PREVENTIVE MEASURES AGAINST EXAMINATION MALPRACTICE (IN PERCENTAGES).

	STATEMENT	SA	A	D	SD	N/R	TOTAL
28	There is an examination committee in my school.	(27) 60	(12) 26.7	(3) 6.7	*	(3) 6.7	(45) 100
29	The committee is solely responsible for all examination matters.	(18) 40	(24) 53.3	*	*	(3) 6.7	(45) 100
30	We have an examination officer in our school.	(18) 40	(12) 26.7	(12) 26.7	(3) 6.7	*	(45) 100
33	My principal always supervises the duties of the examination committee or officer.	(9) 20	(21) 46.7	(9) 20	*	(6) 13.3	(45) 100
34	My principal always moves round the examination hall during exams.	(12) 26.7	(18) 40	(6) 13.3	(6) 13.3	(3) 6.7	(45) 100
35	Exam malpractice committee exists in my school.	(12) 26.7	(24) 53.3	(6) 13.3	(3) 6.7	*	(45) 100

	STATEMENT	SA	A	D	SD	N/R	TOTAL
36	There is a disciplinary committee in my school.	(21) 46.7	(9) 20	(3) 6.7	(3) 6.7	(9) 20	(45) 100
41	My principal is stricter with external exams because he wants to protect the image of the school.	(21) 46.7	(15) 33.3	(9) 20	*	*	(45) 100
	TOTAL	(138) 38.33	(135) 37.5	(48) 13.33	(15) 4.17	(24) 6.67	(360) 100

NEGATIVE STATEMENTS

	STATEMENT	SA	A	D	SD	N/R	TOTAL
31	The officer is solely responsible for all examination matters.	(9) 20	(9) 20	(21) 46.7	(3) 6.7	(3) 6.7	(45) 100
32	Examination is solely left in care of the vice principal (Academics)	(3) 6.7	(12) 26.7	(27) 60	(3) 6.7	*	(45) 100
38	My principal is stricter with internal exams than external examinations.	(9) 20	(6) 13.3	(18) 40	(12) 26.7	*	(45) 100
39	My principal believes that well prepared students need no strict monitoring in external exams.	(3) 6.3	(6) 13.3	(33) 73.3	(3) 6.3	*	(45) 100
40	He is not strict with external exams because he wants majority of his students to gain admission to higher institutions of learning.	*	(3) 6.7	(24) 53.3	(18) 40	*	(45) 100
42	Only students are allowed to give little assistance to each other during exams.	*	(3) 6.7	(24) 53.3	(18) 40	*	(45) 100
43	Teachers are allowed to assist students during external exams only.	*	*	(12) 26.7	(38) 73.3	*	(45) 100
44	Teachers may give little assistance to only deserving students during exams.	(3) 6.7	*	(18) 40	(24) 53.3	*	(45) 100

	STATEMENT	SA	A	D	SD	N/R	TOTAL
45	Some teachers organize assistance to students without the principal's knowledge.	(12) 26.7	(15) 33.3	(12) 26.7	(6) 13.3	*	(45) 100
46	Students must be assisted in external exams to avoid violent reprisal on the school.	*	(3) 6.7	(15) 33.3	(27) 60	*	(45) 100
	TOTAL	(39) 8.67	(57) 12.67	(204) 45.33	(147) 32.67	(3) 0.6	(450) 100

Table II shows the affirmative response of the subjects to the positive statements, 75.83%, (i.e. 37.5 + 38.3) and their negative responses to the negative statements, 78%, (i.e. 45.33 + 32.67). These percentages, being higher than the negative responses, (17.4% i.e. 13.33 + 4.17 and 21.34% i.e. 8.67+12.67), affirmed that administrative measures were provided by the principals to prevent examination malpractices.

QUESTION THREE

Do public secondary schools' principals effectively supervise examinations in their schools? The analysis is presented on table III below.

TABLE III: PRINCIPALS' SUPERVISORY ROLES IN EXAMINATIONS (IN PERCENTAGES)

	STATEMENT	SA	A	D	SD	N/R	TOTAL
47	General supervision	(18) 40	(18) 40	(9) 20	*	*	(45) 100
48	Monitoring students' suspicious movements	(12) 26.67	(21) 46.67	(12) 26.7	*	*	(45) 100
49	Monitoring teachers suspicious/fool movements	(12) 26.7	(21) 46.67	(12) 26.7	*	*	(45) 100
50	Only registration of students for examinations	(3) 6.7	(9) 20	(21) 46.67	(12) 26.7	*	(45) 100

	STATEMENT	SA	A	D	SD	N/R	TOTAL
52	Leaves the invigilators and the external supervisor to take charge.	(3) 6.7	(15) 33.3	(15) 33.3	(9) 20	(3) 6.7	(45) 100
53	Gives the invigilators and external supervisor free hand to operate	(15) 33.3	(15) 33.3	(15) 33.3	*	*	(45) 100
54	Inspects the question paper packs before opening and distribution.	(6) 13.4	(15) 33.3	(15) 33.3	(6) 13.3	(3) 6.7	(45) 100
50	Registers students for exams.	(12) 26.7	(21) 46.67	(9) 20	(3) 6.7	*	(45) 100
51	Does not absolutely leave the supervision to external examiners.	(9) 20	(24) 53.3	(9) 20	*	(3) 6.7	(45) 100
	TOTAL	(90) 22.22	(159) 39.26	(117) 28.89	(30) 7.41	(9) 2.22	(405) 100

The analysis on Table III shows that 61.48% affirmed the various supervisory roles performed by principals during examinations. This shows that the principals effectively supervise examinations.

QUESTION FOUR

Is there any relationship between the administrative style and incidence of examination malpractices in schools? The analysis is presented on Tables IV and V below.

TABLE IV: CASES OF EXAMINATION MALPRACTICE AND THEIR TREATMENT IN LAGOS STATE PUBLIC SECONDARY SCHOOLS (IN PERCENTAGES).

	STATEMENT	YES	NO	NR	TOTAL
55	There has been case(s) of exam malpractice in my school	(24) 53.3	(21) 46.7	*	(45) 100
56	The Case(s) was/were (always) dismissed.	(9) 20	(33) 73.3	(3) 6.7	(45) 100
57	Culprits were warned verbally.	(12) 26.7	(27) 60	(6) 13.3	(45) 100
58	Culprits were warned in writing.	(15) 33.3	(24) 53.3	(6) 13.3	(45) 100
59	Culprits were suspended for some time	(18) 40	(18) 40	(9) 20	(45) 100
60	Culprits were expelled from the school after proved guilty	*	(42) 93.3	(3) 6.7	(45) 100
61	Culprits were handed over to the police	(6) 13.3	(36) 80	(3) 6.7	(45) 100
62	Culprits were (always) pardoned.	(15) 33.3	(24) 53.3	(6) 13.3	(45) 100
	TOTAL	(99) 27.5	(225) 62.5	(36) 10	(360) 100

Table IV shows the responses of the subjects to items on the incidence of exam malpractice and its treatment in the public secondary schools.

As high as 53.3% of the respondents agreed that there have been cases of examination malpractice in their schools (item 55). On the various treatments of such cases, only 27.5% agreed that such cases were treated as suggested by the items while 62.5% said no.

It could therefore be concluded that while examination malpractice cases are rampant in secondary schools, they are being treated with levity.

It was concluded under question one that the principals in the Lagos State Public Secondary Schools are democratic Principals. This was shown on table I with 76.67% (or 276) positive responses. However, Table IV (item 55) shows that 53.3% (or 24 respondents) said there have been various cases of examination malpractice in their schools.

The analysis of the relationship between the administrative style and incidence of examination malpractice in public secondary schools is presented on Table V below.

TABLE V:
RELATIONSHIP BETWEEN PRINCIPALS' DEMOCRATIC ADMINISTRATIVE STYLE AND INCIDENCE OF EXAMINATION MALPRACTICE IN LAGOS STATE PUBLIC SECONDARY SCHOOLS (IN PERCENTAGES).

VARIABLES	F	X	X	CAL-T	TABLE-T
Leadership Style	360	276	0.77	0.21	1.65
Incidence of Exam Malpractice	45	24	0.53		

Since the calculated 't' (0.21) was lesser than the table value (1.65) at 0.05 level of significance, it was concluded that there is no relationship between the principals' democratic administrative style and examination malpractice in the public secondary schools.

DISCUSSION

The study has tried to look into the administrative style common among the Lagos State Public Secondary Schools' Principals and how this influences (the ever increasing rate of) examination malpractice with a resultant inability of achieving the social studies objectives at the secondary school level.

It was discovered that the principals were democratic in their administrative styles (Table I) because as high as 76.67% and 60% testified to this. The democratic principal is believed to share out his responsibilities among his followers, to assist his group to reach goals and achieve objectives, to provide necessary information, suggests alternative courses of action and stimulates self-direction of members. He gives room for participation by staff and students.

Does the freedom provided encourage both students and teachers to abuse the opportunity? Is it a license to turn the principals to "Mr. Nobody" in examination administration and control? Should it be a license for examination malpractice?

If democratic leadership is a panacea for achieving school's goals and objectives as well as the social studies objectives, such should not be done through undisciplined and malicious means.

However, observation by the researcher revealed that what the respondents called democratic is total neglect of duty. The principals are tilting more towards laissez faire than democracy. They give too much "freedom" to their teachers, invigilators, examination officers and even the supervisors who are "contractors" and "co-laborators" themselves.

It was further discovered that the secondary schools' principals provided necessary measures against exam malpractice (Table II) and that they effectively supervise examinations (Table III). If necessary measures provided by the principals have not been able to curb examination malpractice in the secondary schools, then what has gone wrong?

Majority of these principals are old fashioned who cannot counter the various strategies devised by this modern exam cheats who are so exotic and scientific in their strategies. Middlemen invigilators, touts, use of walkie-talkies, high technology micro computer, text messaging through GSM, false pockets, body tattooing, knee socks and oxford bags, supervisors' connivance, super-prints, ECOWAS, and non appearance are some of the strategies adopted. (Sunday Jacob and Lar 2001). These principals are not capable of countering majority of these strategies.

The study revealed that cases of examination malpractice were neither effectively handled nor treated accordingly (Table IV). Principals handled exam malpractice cases with levity. This is an indirect encouragement to the exam cheats. Principals need to be more serious about exam malpractice. They should handle them with all seriousness demanded.

The principals only (rarely) provide police security, monitor students being searched and checked into exam halls, inspect the question packs before opening, occasionally go round the halls and then retreat to their offices. What happens thereafter is obvious to them. The activities of the supervisors, invigilators and other teachers thereafter are unknown to them. *Are these principals even sincere themselves?*

The analysis shows that there is no significant relationship between the democratic administrative style and the incidence of examination malpractice in secondary schools. This is because the "t" calculated, 0.2 is lesser than the table value of 1.65 (Table V). This means that democratic leadership does not encourage exam malpractice. Then, where is the problem from? Attention must be directed to the teachers, invigilators, supervisors and the activities in the examination halls. If principals were truly democratic, rather than laissez faire, exam malpractice would not be rampant in our schools. Total neglect of duty should not be likened to democracy. Sincerity is lacking in our schools. Democratic leadership should not mean to "over trust" the teachers and invigilators. Item 45 of table II revealed that teachers deliberately organize assistance for some students without the principals' knowledge. This is to extort some money from these undeserving innocent students. The teachers have therefore betrayed the trust reposed in them by the principals. Hence they (the principals) should handle them (the teachers, invigilators and supervisors) with the same suspicions they handled students. Nobody is trustworthy or should be trusted on examination malpractice issues.

Examination malpractice is antisocial and a crime. It is a gross deviation from the tenets of the social studies education. Every secondary school student must have acquired some of the principles of the social studies being the only core subject that inculcates acceptable moral and social values at JSS level (Jimoh 2003). However, this is indirectly being "washed" off the minds of these young learners via the principals' ineptitude and teachers' and invigilators' greed perpetuated through examination malpractices.

The thriving nature of examination malpractices contributes to the difficulty in realizing the social studies objectives of making learners to become "good citizens" and to develop the right types of values and attitude in them. This is evident in our contemporary higher institutions of learning where cultism, lawlessness and all sorts of deviant behaviours are the order of the day.

CONCLUSION

The following conclusions were made from the study:

1. Principals of Lagos State Public Secondary Schools are democratic in their administrative styles.

2. Cases of examination malpractice were neither effectively handled nor treated with the seriousness they demand thereby encouraging the cheats to involve themselves more.
3. The democratic administrative styles of principals provide fertile grounds for examination malpractices in secondary schools.
4. Principals do not effectively supervise exams rather they have over trusted their teachers, exam officers, the invigilators and supervisors to the detriment of the standard of the exams.

SUGGESTIONS

The following are hereby suggested as the way forward:

- Administrators and employers into the school system should critically scrutinize individuals' records (right from the first day of appointment) before appointing them as principals instead of solely basing such appointment on years of experience and certificates.
- Schools' administrators should place exam supervision and administration in the hands of only trusted teachers.
- Principals should take exams more serious and remain in the halls from the beginning to the end of each paper.
- Principals should practice what Saville (1972) called situational leadership. That is, adopting the type of leadership/administrative style that suits a particular situation. Where a situation calls for a democratic style, an autocratic style or a laissez-faire style, it should be so adopted. This will checkmate any emergency situation that may occur.
- Exam bodies/ministries of education should make every school's principal "a sitting" supervisor in exam halls and should adequately remunerate them.
- Exam bodies should adequately monitor such principals and blacklist any principal or school found wanting.
- The various decrees (decree 20 of 1985 and decree 27 of 1973) promulgated by the Nigerian Military Administrators should be revisited, reviewed, passed as bills, approved and enforced by the Nigerian government to bring some sanity into our examinations.

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