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and Bluetooth to allow for the transfer of data via voice, text, video, 2-dimensional barcodes and more.

During the past few years there have been tremendous strides in the advancement of technology with the rise of mobile technology leading to an era characterized by the instant access to and mobility of information. Mobile technologies such as cellular phones, personal audio players, personal digital assistants, and portable computers have reshaped and redefined the ways in which information is constructed, accessed, and communicated among individuals and societies. As these mobile devices converge and wireless connectivity becomes more prevalent, remarkable technical capabilities are offered and profound innovative learning possibilities are now made feasible.

We are beginning to see significant adoption of these technologies in secondary and higher education, within individual and the communities, and in training and updating. They are having an impact on teaching, learning, and on the connections between formal and informal learning. Researchers have argued that these technologies have the potential to improve efficiency and effectiveness on teaching and learning and to challenge the essence of face-to-face teaching and learning (Dubendorf, 2003; Kukulska-Hulme, 2005). In examining the benefits of mobile technologies in education Kim, Mims, and Holmes (2006) summarized as follows: *mobility*, which is associated with the advantage of accessing information anytime, anywhere; *information management capacity*, which is associated with the digitization of information and electronic-based management; and *beaming capability* which allows the sharing of files instantly and in real time.

However, the value about the use of these technologies for education is that tool that first existed only on expensive desktop machines is now available on inexpensive handheld units. Examples of such tools are representation tools, communication tools, graphing calculators and tools for mapping concepts, running simulations, gathering data, and so forth. Certain characteristics of handhelds in particular, are seen as positive indicators of potential effective use in education. These characteristics are associated with portability given their small size, the cost advantage and longer better life over laptops, and the ease of synchronization and sharing of data through wireless hotspot or Bluetooth. The issue of affordability is, in fact, one of the main advantages of handheld devices, at the same time, handheld devices are simple to maintain and generally they do not require technical support. Other arguments favouring the use of handheld technology in education, Zurita and Nussbaum (2004) suggested that handheld devices "support constructivist educational activities through collaborative groups, increasing motivation, promoting interactive learning, developing cognitive skills and facilitating the control of the learning process and its relationship with the real world.

Traditional teaching and learning methods that are at present in existence in most of our institutions of learning will not go away. They will still be necessary to provide research-based knowledge, structure, and social context for learning. The new technologies will not replace traditional learning but complement it. The history of technology shows us that few technologies have replaced previous technologies; instead they emerge to coexist and complement them. Television did not kill radio or movies. The internet has not replaced

books. As the capacity of the internet evolves and expands, the potential for online teaching and learning also evolves and expands. Therefore, the shift occurs in the web from a static content environment where end users are the recipients of information-defined as web 2.0 (Consumers) that is where e-resources are mostly freely available Information and learning resources on the internet are available for access by teachers and learners for instruction.

We are in the midst of a global technological boom that has, in the words of Friedman (2007), flattened the world. Because of the flattened, connectivity to people and places all over the world is possible. Students alike are now able to get instant information about happenings all over the world, which is a far cry from simply relying on information that was printed in textbooks years ago. Many young people today have become masters of manipulating technology that far surpasses the knowledge of most adults. Students have learnt how to type papers while listening to MP3 players and at the same time send text messages to friends on their cell phones. Many students have been exposed to the world of technology at an early age. Secondary school administrators now face the challenges of students using technologies to record as they deal with difficult situations in their classrooms. These recordings can either be posted on social websites such as YouTube, Facebook and Myspace, or simply submitted to the press.

Mobile technologies are being used in the classroom and in distance education to reach out to students in order to deliver learning materials to students. Teachers can record their lectures and make them available for students to listen whenever they like. Providing teaching and learning materials in audio format are important for some subject areas such as when learning a language and English Literature. The mobile technologies are also used to connect to students to inform them when subject requirements are due and informing them on updates to each subjects. Mobile technologies can be used in any discipline that can be broken down into small segments of instruction.

Hence, it will allow students to complete one segment at a time. In addition to playing a supportive role in classroom instruction, mobile technologies can play a major role in distance education by delivering instruction anywhere and at any time. Books and course information would have to be formatted or read on computer and mobile devices screens. A good example of how this is being realized in the screen on the one hundred dollar laptop. Information on the screen can be read in daylight as well as in the dark. The small screens on the mobile technologies are becoming more advanced for reading. As with the development of the virtual screen, students will be able to project information and images on a surface that is the same size as a regular computer screen. Because of the feature of portability, mobile technologies offer continuous accessibility to learners, who can view the learning resources or take notes conveniently.

Mobile technologies are increasingly equipped with capabilities that can communicate easily with each other through radio waves or Wi-Fi rather than traditional cables or wires; consequently, learners can easily share information, access network resources, or interact with others. The wireless feature enables learners to keep contact with each other no matter the distance. As a result, collaborative learning is more likely to occur with the support of wireless technology. Mobile technologies can have a far-reaching effect on how teachers and learners learn. The ability to harness these technologies in the design of online

classrooms can impact the engagement of teaching and learning by creating more options for learners to connect with course content as well as to other learners.

Perception is a process of translating sensory impressions into a coherent and unified view of the world around with the present situation based on incomplete and unverified information. Perception is equated with reality for most practical purposes and guides human behaviour in general. Perception can be seen as a way of understanding issues and the psychological ability to process or use information received. Perception is an act of perceiving; cognizance by the senses or intellect; apprehension by the bodily organs; or by the mind, of what is presented to them; or discernment; apprehension; cognition. Perception has been reported to depend heavily on the background knowledge.

Literatures have established a strong connection between individuals' perception and attitude towards a particular issue, event, or object. The behavioural end of perception is that of reaction or response, whether overt or covert, which is necessary if perception is to be considered a behavioural event and thus a psychological process. As a result of perception, an employee may move rapidly or slowly or develop an attitude towards an object. Someone's perception is his/her reality. Perception in communication determines how one will communicate and how they will receive information from another person. Perception in communication is based on three elements,

Gender is a factor in every aspect of human endeavor and has an import on all sectors of life. Mobile technologies refer to those new discoveries and new ways of doing things in a better perspective. Gender and mobile technologies therefore connote the gender relation (man or woman) as they react to the existence or discoveries of new technologies in the improvement of teaching and learning process. Daramola (2011) refers to gender as a social attribute and opportunity associated with being male and female. The mutual relationship which is constructed and is learned through socialization process and technology is modifying nature to meet their needs. Studies over the years have suggested that there is a technological gender gap between males and females, with female subject falling behind their male peers in the use of computers and other affiliates.

Statement of the Problem

Mobile technology devices are not the only effective teaching tools. The application of mobile devices for learning, particularly in Nigeria secondary school is still at its infancy. The majority of Nigerian secondary school teachers are neither familiar, nor skillful in employing these tools in the process of teaching. It is of high importance that the traditional teaching method should be supplemented with mobile devices which can stimulate and arouse students' interest to learn effectively, which will greatly influence their academic performance positively and consequently facilitate learning. Most Nigerian secondary school teachers and student with possession of these mobile devices utilize them for entertainment purposes (listening to music, chatting on social media sites) which may not have any positive impact on both the teacher and the learner.

In Nigerian secondary schools, much has not been done in employing mobile devices as a supplementing tools for teaching. To the best knowledge of the researcher, there are dearth

of studies on how online devices can be utilized for teaching and how it can affect students' learning rate. It is in the light of this that this study attempts to investigate the attitude and perception of secondary school teachers' towards the use of mobile technology devices for teaching in Kogi State.

Methodology

A descriptive research of the survey type was used for this study. It was targeted at secondary school teachers' attitude and perception towards the use of mobile technologies for instruction in Kogi State. This method was deemed the most appropriate design for this study because it involves selecting a chosen sample from a large population. The target population for the study comprise all the teachers in the selected secondary schools in Adamawa Local Government Area, Kogi State. However, 10 teachers were selected randomly from the selected Secondary Schools. While, stratified random sampling was used to classify the teachers' based on their Gender and Area of specialization. The questionnaire was validated by three lecturers from the Department of Educational Technology, Faculty of Education, University of Ilorin. The experts made necessary corrections and constructive criticisms which were useful in the preparation of the final draft of the questionnaire. The research instrument was tested for validity and reliability using split half method. The researcher personally administered 100 questionnaires to the respondents and was able to retrieve 75 that is 75% (75) of the questionnaire from the respondents. The obtained data was analyzed using descriptive and inferential statistics. Descriptive statistics such as simple percentage, mean and standard deviation was employed to answer the research questions while t-test was used to test hypothesis 1 and one way Analysis of variance (ANOVA) was used to test hypotheses 2.

Research Questions

The following research questions were raised to guide this study:

1. How do secondary school teachers perceive the usefulness of mobile technologies for teaching?
2. Do secondary school teachers' genders influence their perceived usefulness of mobile technologies?
3. What is the attitude of secondary teachers towards the use of mobile technology for teaching?

Research Hypotheses

Based on the research questions, the following hypothesis were tested:

- Ho₁: There is no significant difference between male and female teachers' perception in the usefulness of mobile technologies for teaching.
- Ho₂: There is no significant difference between male and female teachers' attitude towards the use of mobile technology in teaching.

Hypotheses Testing

Hypothesis 1: There is no significant difference between male and female teachers' perception in their use of mobile technologies for teaching.

Table 1: Teachers' Perception towards the Use Mobile Technologies for Teaching Based on their Gender

Variable	N	Mean	SD	df	t	Sig. (2tailed)	Remark
Female	23	46.608	5.982	73	3.155	0.229	Not Rejected
Male	52	43.94	7.505				

Table 1, reveals that $df (73)$, $t = 3.155$, $p = .229$. This means that the hypothesis was not rejected. This was as a result of t -value of 3.155, resulting in 0.229 significant values greater than 0.05 alpha level. By implication, the stated hypothesis established that there is no significant difference between teachers' perception towards the use of mobile technologies based on their gender.

Hypothesis 2: There is no significant difference in the teachers area of specialization based on their perceive usefulness of mobile technology in teaching and learning.

Table 1: Teachers' Attitude towards the Use of Mobile Technologies for Teaching Based on their Area of Specialization

	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	2118.312	26	77.627	2.123	.012	Rejected
Within Groups	1755.375	48	36.570			
Total	3873.687	74				

Table 2, reveals that $F (26, 48) = 2.123$, $p < 0.05$, for Teachers' Attitude towards the Use of Mobile Technologies for Teaching based on their areas of specialization. This was found to be significant, meaning that there is a significant difference in the teachers' attitude towards the use of mobile technologies for teaching. Since it was established that there was a significant difference on the teachers' attitude towards the use of mobile technology based on their areas of specialization, therefore the null hypothesis which stated that there is no significant difference in Teachers' Attitude on the Use of Mobile Technologies based on their area of Specialization is rejected.

Discussion of Findings

The study revealed that teachers' attitude and perception towards the use of mobile technologies for academic purpose is positive and teachers moderately have access to these facilities which will enhance teaching and learning. This further implies that for the secondary school teachers to efficiently use mobile technologies for teaching there is a need for an improvement in the current level of teachers' ICT skills possessed. More so, irrespective of the teachers' area of specialization, more training is required for all teachers. This is so because the use of mobile devices cut across all the areas of specialization and their competency level goes along with the rate of adapting technology use.

Furthermore, significant difference was found between male and female teachers' Attitudes towards the use of Mobile Technologies. This implies that Secondary School Teachers' gender has influence on their attitude and perception in the use of mobile technologies for teaching.

Conclusion

The use of Mobile Technologies is changing teaching in several ways. The research explored teachers' attitude and perception in the use of mobile technologies for teaching in Adavi Local Government Area, Kogi State. The result obtained from data gathered and analyzed in this study indicated that the attitude and perception of the teachers are positive to moderate. There was no significant difference in the teachers' perception on the use of mobile technologies for teaching based on areas of specialization. Finally, there was no significant difference between Secondary Schools Teachers' Attitudes on the Use of Mobile Technologies for Teaching based on gender. The result of this study could enhance the use of mobile technologies for teaching in Nigeria secondary schools.

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EXAMINATION MALPRACTICE: CAUSES, CONSEQUENCES AND THE WAY FORWARD

A. A. ABDUL

Abstract

This expository paper examines the concept of examination malpractice and its effect on national development. Examination malpractices are one of the social vices threatening human existence. Various scholars and researchers have embarked on finding solutions to the causes, and effects to examination malpractices, however a lasting solution has not been found due to the various means of perpetrating this menace and which has adverse effect on the integrity of most certificates. Examination malpractices have threatened the very foundation of our educational system. It is in view of the aforementioned that this paper x-rays examination malpractice especially external examinations such as JSCE, WASSCE and NECO by contributing to the discourse on the popular menace plaguing the educational system. It also examines the causes, and effects of examination malpractices. The paper finally proffers some suggestions with emphasis on moral reorientation in order to give credibility to the examination process in the country.

Keywords: Education, Examination, Examination Malpractices

Introduction

Education is globally recognized as an instrument for and national development and a process of acquiring skills, relevant knowledge and habits for survival in the competitive world. (Abdul, 2014). The importance of education in national development has aroused overwhelming interests and demand for education. This has led to the governments all over the world, including Nigeria to commitments for all citizens to have access to education. This eventually has given rise to the establishment of schools across all levels i.e. primary, secondary and tertiary (Abdul, 2014).

According to Emiakwu (2012) to be regarded as an educated person, an individual is expected to pass through the whole process of examination conducted by a competent and recognised body. He went further to say that examination as part of evaluation is aimed at determining a learner's level of skill acquisition or competence and understanding after a given training. Examination could be conducted for the purpose of selection, classification and certification.

Examination is a crucial programme in the life of a school. School examination is the process by which learner's achievement is determined in the three domains under the supervision of an examiner. During examinations, sets of instructions are presented to learners under the supervision of an external or internal examiners. According to Atanda and Lameed (2006) internal examination is conducted by the school management in conjunction with the teachers handling different classes. The external examination is conducted by the external body saddled with the responsibility to do so in conjunction with the school management. To this end, students are expected to perform brilliantly in the final examination as this