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Content

1. Academic Integrity and Examination Malpractices in Secondary Schools in Ondo State, Nigeria: **T. O. Adeyemi**: 3-13
2. Longitudinal Invariance across Sexes in the Spanish Version of the Satisfaction with Life Scale: **Sergio Murgui & Gonzalo Musitu**: 14-20
3. Reaching the Unreached through Community Outreach and Extension Activities: **Saraswati Raju Iyer**: 21-24

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ACADEMIC INTEGRITY AND EXAMINATION MALPRACTICES IN SECONDARY SCHOOLS IN ONDO STATE, NIGERIA

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Abstract : This paper investigated academic integrity and examination issues in secondary schools in Ondo State, Nigeria. As a descriptive research, the study population comprised all the 281 secondary schools in the State. Out of this, a sample of 160 secondary schools was taken. Of the 4160 teachers in the sampled schools, 650 teachers were selected. The sampling procedure was by the multi-stage and stratified random techniques. The instrument used to collect data was an inventory while the data collected were analysed using percentages, t-test statistic and correlation analysis. The findings show that the rate of examination malpractices in Ondo State, Nigeria was high. The State took the 15th position out of the 36 States in the country in examination malpractice. This shows the lack of academic integrity on examination issues in the State. Significant differences were found in the level of examination malpractice between single-sex schools and mixed schools, boarding schools and day schools, urban schools and rural schools and public schools and private schools. Based on the findings, it was recommended that more efforts should be made by government to curb examination malpractices in the State. There could be the introduction of honour codes for schools such that schools that excel in the honour codes would be rewarded while schools that do not would be sanctioned. Examination bodies should introduce the American system of conducting examination that shifts from paper-based to computer-based examinations. This would enable a candidate to sit for examination on his own and know the result almost immediately.

INTRODUCTION

Examination in Nigerian schools dated back to the advent of formal education in the country and it was patterned after the British system. The term 'examination' could be described as a process of giving set questions to learners under controlled, standardized, organized and pre-planned conditions (Bandeke, 2005). Hence, the 1887 Ordinance made provision for public examinations in schools that have attained the requisite percentage of proficiency (Adeyemi, 2004). Since then, examination occupies a central place in the Nigerian educational system and it has been the sole criterion of quality (Adeyemi, 2005). In recognition of this, all secondary schools are expected to teach their subjects to meet the requirements of examinations bodies for the Senior Secondary School Certificate (Federal Republic of Nigeria, 2004).

This was in agreement with Onyike's (1981) contention that the West African School Certificate (WASC) examination which was an instrument for evaluating secondary school education programme in Nigeria was the sole determinant of what the teachers taught and what the students learnt within the school system. This remark was in agreement with Addison's (1990) argument that examinations are widely accepted as a means of assessment. Although the Senior Secondary School Certificate (SSC) examinations has replaced the West African School Certificate (WASC) and General Certificate of Education (GCE) examinations in Nigeria, it still uses the GCE 'O' & 'A' level standards as its norms (Salami, 1992). Thus, the West African Examination Council (WAEC) and the National Examinations Council (NECO) perform the role of assessors of performance of secondary education in the country.

In Ondo State, Nigeria, examinations occupy a unique position as a measure of quality within the educational system. They are either internal or public. Internal examinations are the examinations that are set by teachers in the form of class tests and end of term examinations. Public examinations on the other hand, are examinations that are conducted in the public interest by recognized examining bodies that were not themselves involved in organizing instruction or preparing students for the examinations (Adeyemi, 1998).

The term 'academic integrity' poses some problems of definition. Some schools of thought have described it as the dignity which an individual exhibits in the pursuit of academic knowledge (McCabe, 2001). Others have described it as the prestige of oneself in his or her educational endeavours (Upper Canada College, 2004; Glasner, 2002). Hence, students' academic misconduct or malpractice includes a variety of students' behaviours like cheating during examinations, theft of the work of other students, bringing extraneous materials or prepared answers to the examination hall, fabrication of results and misrepresentation of identity or impersonation, unethical use of academic resources, tampering with the work of others and showing disregard of academic regulations (Gross, 2003; Owuamanam, 2005).

Researchers have reviewed many studies conducted on academic misbehaviour and found that estimates of students' cheating behaviours in examinations ranged from 3% to 98% (Central Connecticut State University, 2004). Thus, academic cheating seems to be harmful to the students who make the efforts to do their work honestly and with integrity. Cheating and all forms of academic dishonesty therefore appear to be serious violations that undermine the integrity of the learner. There is the tendency to have the results of all the students in the centre cancelled outright by the examining board thereby penalizing all students including the honest ones. Researchers have also argued that the incidence of academic misconduct in high schools has increased significantly in recent years (Cromwell, 2000; Olugbile, 2004; Uyo, 2004). Supporting this argument, Onyechere (2004) reported that the National Examination Malpractices Index for Nigeria increased from 10.5 in 2002 to 12.1 in 2003 indicating that of every 200 pupils who wrote WAEC in 2003, 12 were involved in examination scandal. This low index is a reflection of the state of degeneration, relegation of merit and the celebration of mediocrity in the country (Uyo, 2004). In the same vein, the Joint Admission and Matriculation Board (JAMB) revealed that out of the 838,051 candidates who sat for the 2004 University Matriculation Examination in Nigeria, 58,121 would not get their results while an unspecified number of candidates from 17 centres had their results withheld for examination malpractice. Commenting on this, Olugbile (2004) argued that the examination fraud negates moral, ethical uprightness and academic integrity.

In another study on 4,500 high school students from 25 US high schools, Schulte, (2002) reported that 72% of the students admitted to seriously cheating on a written work while more than half had copied portions of a paper from the Internet without citing the source. Educational Communications (1998) based another survey of the top scholastic high school achievers and found that four out of every five students admitted to cheating during their high school career to improve grades. Another research by the Josephson (1998) involved 20,829 middle and high school students, where 70% reported that they had cheated in examinations.

In Nigeria, similar findings were made (Olugbile, 2004; Igwe, 2004, Bandele, 2005). Olugbile (2004), for instance, conducted a study on examination malpractice in Nigeria. His findings revealed that the level of examination malpractice in Nigerian schools is alarming. In the findings indicated in table 1, Ondo State took the 15th position among all the 36 States in Nigeria in examination malpractice. Since, the examination malpractice index (EMI) is the measure of the number of candidates involved in malpractice out of every 100 that sit for the examination at any point in time, thus, out of the 929,294 pupils who sat for the examination in Nigeria in year 2003, 111,969 of them were involved in examination fraud. In year 2002, out of the 909,888 pupils who participated in the examination, 95,519 of them were involved in examination malpractice (Olugbile, 2004). This indicates increase in the rate of academic dishonesty. On the state-by-state rating, Zamfara State with examination malpractice index of 47.87 or 2,291 students involve-

ment out of the 4,784 presented for the examination was adjudged the state with the highest examination fraud figure. It was closely followed by Abia State with examination malpractice index of 42.88 or 7,819 pupils involvement out of 18,233 presented for the same examination while Rivers State had 40.14 or 20,165 of the 50,232 pupils presented for the examination involved in examination malpractice.

Table 1: Examination Malpractices Rating in Ondo State Compared with Other States in Nigeria in Years 2002 and 2003

S/N	State	No Involved	No of Candidates Sat	Index (EMI)	Rating in 2002	Rating in 2003
1	Zamfara	2291	4784	47.89	36 th	1 st
2	Abia	7819	18233	42.88	8 ^h	2 nd
3.	River	20165	50232	40.14	5 ^t	3 rd
4.	Kogi	5016	28721	27.91	1 st	4 th
5.	Borno	2789	13131	21.24	35 th	5 th
6.	Kwara	5107	24380	20.95	2 nd	6 th
7.	Benue	6717	34182	19.65	9 th	7 th
8.	Cross River	4829	28105	18.28	11 th	8 th
9.	Imo	5421	33143	16.36	6 th	9 th
10.	Ebonyi	2232	13729	16.26	3 rd	10 th
11.	Kaduna	4314	28675	15.05	20 ^h	11 th
12	Enugu	4797	32314	14.85	7 th	12 th
13	Edo	5025	36322	13.84	24 ^h	13 th
14	Akwa Ibom	4890	36465	13.41	10 ^d	14 th
15	Ogun	6282	52807	11.90	16 th	15 th
16	Yobe	743	6320	11.76	33 rd	16 th
17	Kebbi	719	6543	10.99	21 st	17 th
18	Bayelsa	770	8211	9.38	4 th	18 th
19	Nassarawa	1423	16191	8.79	31 st	19 th
20	Bauchi	675	8246	8.19	22 nd	20 th
21	Ekiti	1477	18577	7.95	19 th	21 st
22	Kano	1142	15777	7.24	34 th	22 nd
23	Taraba	511	9778	5.23	26 th	23 rd
24	Ondo	1784	34531	5.17	15 th	24 th
25	Niger	707	14687	4.81	28 th	25 th
26	Jigawa	187	4095	4.57	13 th	26 th
27	Osun	1762	38658	4.56	12 th	27 th
28	Katsina	458	10134	4.52	30 th	28 th
29	Lagos	5857	141772	4.13	14 th	29 th
30	Sokoto	345	8507	4.06	17 th	30 th
31	Gombe	183	4682	3.91	37 th	31 st
32	Plateau	570	25314	2.25	27 th	32 nd
33	Delta	531	28105	1.89	18 th	33 rd
34	Oyo	963	54012	1.78	29 th	34 th
35	Anambra	335	19438	1.72	25 th	35 th
36	Adamawa	127	15375	0.82	23 rd	36 th
37	FCT	6	6603	0.09	32 nd	37 th
	Total	111,969	929,294	12.05		

Source: Olugbile, S. (2004) "Exam Malpractices rocks Zamfara" *Punch Education The Punch* 17 (19166) 40

Several reasons have been given for the increase in academic dishonesty in Nigerian schools. These reasons include the lack of enforcement of the Examination Malpractices Act No. 33 of 1999 for examination cheats, too much premium on academic certificates for employment purposes, relegation of merit, general moral decadence and laziness on the part of the students (The Comet, 2004). Likewise, Igwe (2004) argued that there could be no examination malpractice without the connivance of teachers, parents and students.

Honour codes, where students are expected to assume responsibility for their own actions and commit to integrity pledges have also helped to inculcate anti-cheating attitudes in students and they appeared to have reduced cheating among students. (McCabe & Klebe-Treviño, 2002; Lathrop & Foss, 2000). Supporting these findings, McCabe (2001) reported that the level of serious cheating on written work is 25% to 33% lower when students are stakeholders in the honour

code processes. Considering these viewpoints, this study would explore examination malpractices in secondary schools in Ondo State, Nigeria in a bid to determining the causes, means of accomplishment and the effects of such practices and at the same time proffer possible solutions that would foster academic integrity in future examinations.

STATEMENT OF THE PROBLEM

The failure of the school system to address the problem of academic dishonesty such malpractices in examinations has been a major concern to educationists. Noting the fact that the Nigerian National Policy on Education places much premium on examinations as a means of assessment at every terminal point of the school system (Federal Republic of Nigeria, 1998), it seems that academic dishonesty has not been properly addressed in Ondo State, Nigeria. Common observations have shown that there is mass cheating in both internal and external examinations in the State. Nothing concrete has been done to reduce the problem except the cancellation of results for a particular centre or the withholding of results in certain subjects. The problem of this study was that of finding a lasting solution to the issue of academic dishonesty in public examinations among secondary school students in Ondo State, Nigeria. In addressing this problem, the following research questions and research hypotheses were raised:

RESEARCH QUESTIONS

1. What are the causes of examination malpractices in public examinations in secondary schools in Ondo State, Nigeria?
2. What are the devices usually employed in examination malpractices in secondary schools in the State?
3. What are the effects of examination malpractices in public examinations in the schools?
4. Is there any relationship between academic integrity and examination malpractices in Ondo State, Nigeria?
5. Is there any difference in the level of examination malpractices between single-sex secondary schools and mixed secondary schools in the State?
6. Is there any difference in the level of examination malpractices between boarding secondary schools and day secondary schools in the State?
7. Is there any difference in the level of examination malpractices between urban secondary schools and rural secondary schools in the State?
8. Is there any difference in the level of examination malpractices between public secondary schools and private secondary schools in the State?

METHOD

Research Design

This is a descriptive survey research. Oppenheim (1992) described a descriptive survey as a form of planned collection of data from a large population for the purpose of analysing the relationships between variables. According to him, a survey attempts to answer such questions as, what variables should be measured? what kind of sample would be drawn? who would be questioned and how often?

Study Population and Sample

On this note, the population for this study comprised all the 281 public and 200 private secondary schools in Ondo State, Nigeria. Out of this, a sample of 160 secondary schools was taken. This sample embraced 120 public schools and 40 private secondary schools and selected

through the multi-stage and stratified random sampling technique taking into consideration variables such school-sex on the basis of single-sex and mixed schools, school-type on the basis of boarding schools and day schools and school location on the basis of urban schools and rural schools. Out of the 4160 teachers in the 160 sampled schools, 650 teachers were selected at the rate of 490 from public secondary schools and 160 from private secondary schools. The selection was also through the stratified random sampling technique.

Research Instrument

The instrument used to collect data for this study was an inventory which requested among other things, data on students’ enrolment figures, class-size, number of teachers in each school, number of examination halls, number of science laboratories and other facilities in each school and grades obtained by students in some core subjects in secondary school curriculum namely, English Language and Mathematics (Federal Republic of Nigeria, 1998). The data correlation analysis while the hypotheses were tested for significance at 0.05 level of significance (two-tailed test).

Data Analysis

Question 1: What are the causes of examination malpractices in public examinations in secondary schools in Ondo State, Nigeria?

In order to answer this question, data on the causes of examination malpractices in secondary schools in the State were collected from the responses to questions in the inventory and analyzed with the use of percentages. The findings are shown in table 2.

Table 2: Causes of Examination Malpractices in Secondary Schools in Ondo State, Nigeria

Questionnaire items	N	Yes Responses	%	No Responses	%
Desire among students to pass the examinations at all cost	650	627	96.5	23	3.5
Insufficient preparation for the examinations among many students	650	634	97.5	16	2.5
Inability of many students to study hard	650	583	89.7	67	10.3
Wide syllabus in many subjects	650	295	45.4	355	54.6
Inadequate facilities for academic work in many schools	650	232	35.7	418	64.3
General Indiscipline	650	558	85.8	92	14.2
Gross academic dishonesty	650	625	96.2	25	3.8

In table 2, as many as 634 (97.5%) of the respondents claimed that the major cause of examination malpractices among students in secondary schools in Ondo State, Nigeria was the insufficient preparation for the examinations among many students. As many as 627 of the respondents (96.5%) reported that another cause of examination malpractice was the desire among students to pass the examinations at all cost while 583 respondents (89.7%) claimed that the inability of many students to study hard was another cause of examination malpractice in secondary schools in the State. In addition to these causes, 558 of the respondents (85.8%) reported that the general indiscipline in the school system is another cause of examination malpractice among students while 625 of them (96.2%) claimed that gross dishonesty is the root cause of examination malpractice in the schools. All these are indices of academic dishonesty. This implies that secondary school students in Ondo State, Nigeria might have been indulged in cheating in examinations perhaps as a result of the lack of self-confidence.

Question 2. What are the devices usually employed in examination malpractices in secondary schools in the State?

Responding to this question, data on the means usually employed in accomplishing examina-

tion malpractices in secondary schools in the State were collected from the responses to questions in the inventory and analyzed with the use of percentages. The findings are indicated in table 3.

Table 3: Devices Usually Employed in Accomplishing Examination Malpractices in Secondary Schools in Ondo State

Questionnaire items	N	Yes Responses	%	No Responses	%
Bringing prepared answers to examination halls	650	638	98.2	12	1.8
Requesting teachers to send in prepared answers	650	509	78.3	141	21.7
Writing answers to likely questions on pieces of paper and bringing same to examination halls	650	592	91.1	58	8.9
Bringing textbooks to examination halls	650	316	48.6	334	51.4
Copying answers directly from modules or textbooks during examinations	650	324	49.8	326	50.2
Copying other students' work during examinations	650	445	68.5	205	31.5
Pilfering other students' work during examinations	650	353	54.3	297	45.7

As indicated in table 3, as many as 638 (98.2) of the respondents reported that the most common means usually employed in accomplishing examination malpractices among students of secondary school in Ondo State, Nigeria was by bringing prepared answers to examination halls. Other means in the order of magnitude on the basis of the responses include writing answers to likely questions on pieces of paper and bringing same to examination hall as reported by 592 of the respondents (91.1%), requesting teachers to send in prepared answers as indicated by 509 respondents (78.3%), copying other students' work during examinations as given by 445 respondents (68.5%), pilfering other students' work during examinations as indicated by 353 respondents (54.3%). The responses in respect of other means were low. These include bringing textbooks to examination halls as indicated by 316 respondents (48.6%), and copying answers directly from modules or textbooks during examinations as claimed by 324 respondents (49.8%).

Question 3. What are the effects of examination malpractices in public examinations in the schools?

In answering this question, data on the responses on the effects of examination malpractices in public examination among students of secondary schools in the State were collected through the relevant questionnaire items and analyzed using percentages. The findings are shown in table 4.

Table 4: The Effects of Examination Malpractices in Public Examinations in the Schools

Questionnaire items	N	Yes Responses	%	No Responses	%
Non-release of results of the school in a affected subject(s) by the examination board	650	641	98.6	9	1.4
Cancellation of results in the entire school	650	635	97.7	15	2.3
Arrest of the students caught in such malpractice	650	554	85.2	96	14.8
Blacklisting the school from presenting candidates for other examinations	650	532	81.8	118	18.2
Inability of honest students to get their results	650	612	94.2	38	5.8
Inability to utilize the results for further studies in higher institutions	650	497	76.5	153	23.5

In table 4, it was found that 641 of the respondents (98.6%) claimed that one of the major effects of examination malpractices in secondary schools in Ondo State, Nigeria was the non-release of results of the school in a affected subject(s) by the examination board. Other effects in the order of importance to the respondents include the cancellation of results in the entire school (97.7%), the inability of honest students to get their results (94.2%), arrest of the students caught

in malpractice (85.2%), blacklisting the school from presenting candidates for other examinations (81.8%) and the inability of students to utilize the results for further studies (78.5%).

Question 4. Is there any relationship between academic integrity and examination malpractices in secondary schools in Ondo State, Nigeria?

In answering this question, the following hypothesis was raised:

Ho: There is no significant relationship between academic integrity and examination malpractices in secondary schools in Ondo State, Nigeria.

In testing the hypothesis, data on the responses from the questionnaire items on academic integrity and examination malpractices in the secondary schools were collected. The Pearson Product Moment correlation analysis was used to test the hypothesis. Table 5 shows the findings.

Table 5: Correlation Between Academic Integrity and Examination Malpractices in Secondary Schools

Variables	N	Mean	SD	df	r-calculated	r-table
Academic Integrity	650	46.5	16.2	648	-.51	.195
Examination Malpractice	650	27.2	10.5			

p. < 0.05

In table 5, the calculated r (-.51) was greater than the table r (.195) while the probability was less than 0.05. Hence, the null hypothesis was rejected. This indicates that there is an inverse significant relationship between academic integrity and examination malpractice in secondary schools in Ondo State, Nigeria. Thus, when data on academic integrity were high, data on examination malpractices were low and vice versa. The findings suggest that examination malpractice is a function of academic integrity.

Question 5. Is there any difference in the level of examination malpractices between single-sex secondary schools and mixed secondary schools in the State?

In answering this question, the following hypothesis was raised.

Ho: There is no significant difference in the level of examination malpractice between single-sex secondary schools and mixed secondary schools in Ondo State, Nigeria.

In testing the hypothesis, data on the responses to questions in the questionnaire on the level of examination malpractice between single-sex secondary schools and mixed secondary schools in the State were collected and tested using the t-test statistic. The findings are shown in table 6.

Table 6: t-test Output on Examination Malpractice in Single-sex and Mixed Schools

Variables	N	Mean	SD	df	t-calculated	t-table
Single-sex Schools	20	31.8	14.7	648	3.12	1.96
Mixed Schools	261	54.7	18.2			

p. < 0.05

As indicated in table 6, the calculated t (3.12) was greater than the t-table (1.96) while the probability was less than 0.05. Hence, the null hypothesis was rejected. This shows that there was a significant difference in the level of examination malpractices between single-sex and mixed secondary schools in the State. The examination malpractice was higher in mixed schools than in single-sex schools as could be seen in the higher mean values for mixed schools as against the lower mean values for single-sex schools.

Question 6. Is there any difference in the level of examination malpractices between boarding secondary schools and day secondary schools in the State?

In answering this question, the following hypothesis was raised.

Ho: There is no significant difference in the level of examination malpractice between boarding secondary schools and day secondary schools in the State.

Testing the hypothesis, data on the responses to questions in the questionnaire on the level of examination malpractices in boarding secondary schools and day secondary schools in the State were collected and tested with the use of the t-test statistic. Table 7 shows the findings.

Table 7: t-test Output on Examination Malpractices in Boarding and Day Schools

Variables	N	Mean	SD	df	t-calculated	t-table
Boarding Schools	650	34.7	15.1	648	3.45	1.96
Day Schools	650	56.3	18.7			

p. < 0.05

In table 7, the calculated t (3.45) was greater than the t-table (1.96) while the probability was less than 0.05. As such, the null hypothesis was rejected. This indicates a significant difference in the level of examination malpractice between boarding secondary schools and day secondary schools in the State. Examination malpractice was higher in day schools than in boarding schools as could be seen in the higher mean values for day schools and the lower mean values for boarding schools.

Question 7. Is there any difference in the level of examination malpractices between urban secondary schools and rural secondary schools in the State?

Answering this question, the following hypothesis was raised:

Ho: There is no significant difference in the level of examination malpractice between urban secondary schools and rural secondary schools in the State.

In testing the hypothesis, data on the responses to questions in the questionnaire on the level of examination malpractice between urban and rural secondary schools in the State were collected and tested using the t-test statistic. Table 8 shows the findings.

Table 8: t-test Output on Examination Malpractices in Urban and Rural Schools

Variables	N	Mean	SD	df	t- calculated	t-table
Urban Schools	280	32.4	14.8	648	3.61	1.96
Rural Schools	370	57.2	19.1			

p < 0.05

In table 8, the calculated t (3.61) was greater than the t-table (1.96) while the probability was less than 0.05. Hence, the null hypothesis was rejected. This shows a significant difference in the level of examination malpractice between urban secondary schools and rural secondary schools in the State. The level of examination malpractice was higher in rural schools than in urban schools as reflected in the higher mean values for rural schools and the lower mean values for urban schools.

Question 8. Is there any difference in the level of examination malpractices between public secondary schools and private secondary schools in the State?

In answering this question, the following null hypothesis was raised:

Ho: There is no significant difference in the level of examination malpractices between public secondary schools and private secondary schools in the State.

In testing the hypothesis, data on the responses to questions in the questionnaire on the level of examination malpractice between public secondary schools and private secondary schools in the State were collected and tested using the t-test statistic. The findings are shown in table 9.

Table 9: t-test Output on Examination Malpractices in Public and Private Schools

	N	Mean	SD	df	t- calculated	t-table
Public Schools	420	56.7	18.9	648	2.95	1.96
Private Schools	230	25.7	12.1			

p < 0.05

As indicated in table 9, the calculated t (2.95) was greater than the t-table (1.96) while the probability was less than 0.05. As such, the null hypothesis was rejected. This indicates that there was a significant difference in the level of examination malpractices between public and private secondary schools in the State. The level of examination malpractice was higher in public schools than in private schools as reflected in the higher mean values for public schools and the lower mean values for private schools.

DISCUSSION

The foregoing showed the analysis of the relationship between academic integrity and examination issues in secondary schools in Ondo State, Nigeria. In the analysis, several findings were made. The examination malpractice index in table 1 that placed Ondo State in the 15th position out of 36 States in Nigeria in examination malpractice (Olugbile, 2004) is an indication of a high rate of academic dishonesty in public examinations in the State and it implies a serious lack of academic integrity in examination issues. This is unexpected of a State earlier regarded as educationally advantaged (JAMB, 2002).

The insufficient preparation for the examinations by many students was the most common response given for the cause of the malpractice and this supported the findings of previous studies (Upper Canada College, 2004; Layton, 2000; McCabe, 2001; Gross 2003; Onipde, 2003; Owuamanam, 2005). The most common means usually employed in accomplishing examination malpractices in the schools was by bringing prepared answers to examination halls. Other important means include requesting teachers to send in prepared answers and copying other students' work during examinations. These agreed with Igwe's (2004) that there could be no examination malpractice without the connivance of teachers and students. The major effect of examination malpractices in the State was found to be the non-release of results of the school in the affected subject(s) by the examination boards and the cancellation of results in the affected schools. These findings agreed with earlier findings (Bandeled, 2005; Hurwitz & Hurwitz, 2004).

The significant relationship found in this study between academic integrity and examination issues in secondary schools in Ondo State, Nigeria was consistent with the findings of previous researchers (Clayton, 1997; Creech & Johnson, 1999). The Inverse relationship between academic integrity and examination malpractice in the schools was in consonance with other findings (Josephson, 1998). There was a significant difference in the level of examination malpractice between single-sex secondary schools and mixed secondary schools in the State. The examination malpractice was higher in mixed schools than in single-sex schools. This finding was consistent with those of Athanasou & Olasehinde (2002). Significant differences were also found in the level of examination malpractice between boarding secondary schools and day secondary schools. Examination malpractices were higher in day schools than in boarding schools thereby agreeing with the findings of other studies (Cromwell, 2000; Baiyelo, 2004).

There was a significant difference in the level of examination malpractice between urban secondary schools and rural secondary schools. Examination malpractice was higher in rural schools than in urban schools. These findings were consistent with earlier findings (McCabe & Klebe-

Treviño, 2002; Glasner, 2002). There was also a significant difference in the level of examination malpractice between public secondary schools and private secondary schools. The level of examination malpractice was higher in public schools than in private schools. These findings were in agreement with the findings of other researcher (Glasner, 2002). All these findings suggest that academic dishonesty is the bane of quality in the State's educational system while academic integrity has become undetermined.

CONCLUSION

The findings of this study led the researcher to conclude that students in secondary schools in Ondo State, Nigeria were not learning much. Hence, many school authorities have failed in the curbing of examination malpractices in their schools. The widespread cheating in examinations in secondary schools in the State implies that there was insufficient preparation for the examination among the students. Hence, many of them lack self-confidence.

Based on the findings of this study, it was recommended that there should be the introduction of honour codes for schools such that schools that excel in these honour codes would be rewarded by government while schools that do not would be sanctioned. The idea of canceling of results could however be detrimental to candidates who are not cheats. Hence, examination bodies should start to introduce the American system of conducting examination that shifts from paper-based to computer-based examinations as this would enable a candidate to sit for the examination on his own and know the result almost immediately. Government should also redefine the goal of education and move away from using only academic certificate for recruiting people for jobs.

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LONGITUDINAL INVARIANCE ACROSS SEXES IN THE SPANISH VERSION OF THE SATISFACTION WITH LIFE SCALE

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Abstract: The present study analyzes the factorial invariance of the Satisfaction with Life Scale (SWLS) over time and in both sexes. Repeated measures data from 513 Spanish high school students (237 males and 276 females) were analyzed. Confirmatory factor analysis revealed that a one-factor model and a two-factor model (“present” and “past” factors) were acceptable for each sex at wave 1 and wave 2. However, based upon the high correlation between “present” and “past” factors in both sexes and waves, and the principle of parsimony, the one-factor model was accepted. Using the one-factor model, sequential multigroup analyses showed that unique variances were not invariant across the sexes in both waves, and varied over time for the female group. The results obtained suggested that the SWLS exhibited some sensitivity to sex and time in the groups analyzed.

INTRODUCTION

The Satisfaction with Life Scale (SWLS) is a measure of life satisfaction (Diener, Emmons, Larsen, & Griffin, 1985) based on an overall judgment of life (Pavot, Diener, Colvin, & Sandvik, 1991) and not with specific domains of life, like health or marriage. The SWLS exhibits some desirable psychometric properties (Arrindell, Heesink, & Feij, 1999; Pavot & Diener, 1993) and its unidimensionality is supported by a number of studies conducted in different countries (e.g., Glaesmer, Grande, Braehler, & Roth, 2011; Westaway, Maritz, & Golele, 2003; Wu & Yao, 2006). However, the psychometric properties of the SWLS in non-American samples have not been extensively examined (Oishi, 2006). Some authors have indicated that the factor structure may be different across countries because the definition of life satisfaction could be dependent culturally (Diener, Oishi, & Lucas, 2003; Lu, 2001; Tucker, Ozer, Lyubomirsky, & Boehm, 2006).

The investigation of the factorial structure has involved comparisons between a single factor structure and a two-factor structure (McDonald, 1999; Sachs, 2003; Wu & Yao, 2006) in which items of SWLS are grouped into a “present” factor (items 1, 2 and 3) and a “past” factor (items 4 and 5), according to Pavot and Diener (1993) explanation of the weak item-total correlations and factor loadings of item 5. In spite of the similar fit indexes of the single factor model and the bifactorial structure in both sexes, several studies have shown that one factor structure was retained (Sachs, 2003; Wu & Yao, 2006). Conversely, McDonald (1999) proposed a hierarchical factor model with a general life satisfaction factor enclosing the “past” and “present” factors, since this two factors are highly correlated ($r = .86$).

When the construct validity of a scale has been established, other types of scale refinement or assessment (e.g., like longitudinal invariance and factorial invariance across groups) may be considered (MacCallum & Austin, 2000).

Longitudinal invariance (e.g., temporal stability of the factor structure in males), exists when an instrument has a similar factor structure over time (Long & Brekke, 1999). Longitudinal invariance is important because the observed changes on psychological measures may be attributed to “real” changes, and not to construct instability (Reker & Fry, 2003). Although previous approaches to SWLS have usually calculated test-retest reliability (Pavot & Diener,

1993), and the stability of SWLS score has been pointed out by test-retests using different periods (e.g., weeks, Eid & Diener, 2004; or years, Fujita & Diener, 2005), the topic of longitudinal factorial invariance remains relatively unexplored.

Factorial invariance across groups is an important property for case selection (Millsap & Kwok, 2004) and it guarantees the greater validity of comparisons through measurements. Different authors have reported factorial invariance of SWLS across both sexes in several cultures like British or Taiwan (Shevlin, Brunsten, & Miles, 1998; Wu & Yao, 2006) but studies conducted in the Spanish culture indicate that there are differences across sexes (Atienza, Balaguer, & Garcia-Merita, 2003) and across ages (Pons, Atienza, Balaguer, & García-Merita, 2000). These divergent results suggest that SWLS could be sensitive to sex and age. Therefore a split-plot study (Kirk, 1982) which would include sex and age as independent variables could be a useful tool to establish the relative contribution of those variables to factorial invariance.

This paper has two objectives: (i) To compare the one factor structure of SWLS and the two-factorial model. To our knowledge this has not been performed in a Spanish sample; (ii) To examine the stability of the factor structure of SWLS along time and across sexes using a longitudinal design, an issue relatively unexplored in the literature about the subject.

METHODS

Participants and procedure

Data were obtained from a longitudinal project on adolescent adjustment and integration that included two waves. 700 Spanish high school students responded to the first wave (T1) and 630 students responded to the second wave (T2) six months later. Only the students who responded to all items at both waves were included in the study, rendering a final sample size of 513 participants. All of them voluntarily completed the Spanish version of the SWLS (Atienza, Pons, Balaguer, & Garcia-Merita, 2000) in which items were scored on a 1 to 4-point scale from strongly disagree (1) to strongly agree (4).

The age of all the participants ranged from 11 to 17 years. Two hundred and thirty-seven of the participants were males (M age = 13.41 and SD = 1.53 at T1, and M age = 13.68 and SD = 1.52 at T2) and 276 were females (M age = 13.57 and SD = 1.58 at T1, and M age = 13.87 and SD = 1.60 at T2).

Data analysis

To test the factor structures and factorial invariance of the SWLS for male and female over time, multigroup covariance analyses were computed using the statistical package EQS version 6.1 (Bentler & Wu, 2002). SWLS covariance matrices at T1 and T2 for each sex were analyzed separately to establish a unique baseline model for each one (Byrne, 1994; Joreskog, 1971) and then the one-factor structure and the two-factor structure (“present” and “past” factors) were compared. For the two-factor model we established a cut-off point for correlations between “present” and “past” factors of .85 because upper correlations indicate redundancy between dimensions (Kline, 1998). Finally, according to principle of parsimony (Durá, Andreu, Galdón, Ferrando, Murgui, Poveda, & Jimenez, 2006; Hair, Anderson, Tathan, & Black, 1999), when two-factor structure showed similar indexes fit we retained the one-factor model.

Factorial invariance involved the calculation of: (i) The configurational invariance (Model CI); (ii) The metric invariance (Model MI); (iii) The equality of unique variances associated to each item (Model UVI); and (iv) The invariance of the latent variable (Model LVI). In longitudinal analysis, according to the Lagrange multiplier tests, auto-correlation of latent factors and unique variances were allowed (Jöreskog & Sörbom, 1976; Marsh & Hau, 1996).

All the models were estimated using the maximum likelihood method. The scale of the latent factor Life Satisfaction was defined by fixing the first factor loading in each group at unity (Atienza et al., 2003; Reise, Widaman & Pugh, 1993; Shevlin et al., 1998), except for Model MI-2 in which the scale was defined by fixing the latent factor variance. By this way it can be analyzed the equality of all factor loadings (including the factor loading of item 1) with Lagrange multiplier tests (Anderson & Gerbing, 1988) as it is implemented in the EQS program (Bentler & Wu, 2002).

Goodness of fit was evaluated through the chi-square difference tests ($\Delta\chi^2$) and examination of (a) the root mean square error of approximation (RMSEA, Browne & Cudeck, 1993) according to Schumacker and Lomax (1996); and, (b) the comparative fit index (CFI) and the nonnormed fit index (NNFI) according to Bentler and Bonett (1980).

RESULTS

Factorial structure and descriptive analysis

A one-factor and a two-factor model were applied by sex and time. The one-factor (F1) and two-factor (F2) models were acceptable at both times, for both sexes (Table 1). The past and present factors were highly correlated at the two time points for the male ($r = .97$ and $r = .93$, for T1 and T2, respectively) and for the female group ($r = .92$ and $r = .97$, for T1 and T2, respectively). Thus, the one-factor model was retained for the males and the females at the two time points.

A repeated-measure ANOVA with sex and wave (T1 and T2) as factors, and mean total score as dependent variable, was calculated. The results indicated no significant effects of sex, wave, or sex by wave interactions, and the standard deviations were not significantly different at T1 nor T2 (all $p > .05$). Life satisfaction as measured by this scale in T1 and T2 (Table 1) was larger in the male group than in the female group.

The reliability of SWLS (Cronbach's α) ranged from .81 to .87 and the skewness and kurtosis for each item ranged from -.96 to -.01 (Table 1).

Invariance across sex

Factorial invariance across sex was calculated independently for each wave (Table 2). Thus, in each wave, a sample analysis with the unconstrained Model CI was performed. Then, factor loadings were constrained (Model MI), and was calculated the χ^2 test difference between models, which was no significant. Next, Model MI-2 was calculated: the Lagrange multiplier tests showed that all constraints were no significant.

Unique variances of each item were also constrained (Model UVI). The χ^2 test difference between this model and Model MI was significant and Lagrange multiplier tests revealed that constraints of item 3 and 5 at T1, and item 5 at T2, would significantly decrease χ^2 if released. After released these constraints, the new model (Model UVI-2) was acceptable, and the χ^2 test difference was not significant. Finally, we tested the equality of factor variance across sexes (Model LVI). This model showed an acceptable fit and the χ^2 difference test was not significant.

Longitudinal invariance

Longitudinal factorial invariance was calculated independently for each sex (Table 3). Again, the procedure was a progressive application of constraints in the same order. First, for each sex, an unconstrained Model CI was calculated. In this model and the subsequent ones, auto-correlation of latent factor ($r = .71$, for the males, and $r = .77$, for the female group) and auto-correlations of item 4 (for male group) and item 2 and 5 (for female group) were added.

Secondly, factor loadings were constrained to be equal across T1 and T2 (Model MI), with no significant χ^2 test difference between models. When Model MI-2 was computed, all constraints were no significant. Model UVI was calculated, and, only for the female group, χ^2 test difference between models was significant, so, constrain for item 5 was released. The new model (Model UVI-2) was acceptable, and the χ^2 test difference was not significant. Finally, we tested the equality of factor variance. The analysis revealed that Model LVI was acceptable, and the χ^2 difference tests between Model UVI and Model LVI (for males) and between Model UVI-2 and Model LVI (for females) were not significant.

DISCUSSION

The present study provides some evidence of the sensitivity of the SWLS to sex and age as indicated by the differences of the longitudinal factorial invariance. Unique variance of item 2 and item 5 changed from T1 to T2 in the female group but remained untouched in the male group. Additionally, the unique invariance of item 5 was different across sex at T1 and T2. Although in order to determine factorial invariance the error invariance would be the least important criterion (Bentler, 1992), our findings are in line with other studies on the Spanish version of the SWLS which indicate that there is no sex invariance in the regression coefficients and unique variances of item 2 and item 5 (Atienza et al., 2003) but does not support previous research (e.g. Sachs, 2003; Wu & Chao, 2006) that have found factorial invariance between both sexes in other cultures. However, it is important to point out that whereas the sample of Atienza et al. (2003) included adolescents, Wu and Chao (2006) and Sachs (2003) conducted their studies using samples of young adults. Thus, the discrepancies could be attributed to the influence on results of the age of participants. In support of this possibility would be the fact that adolescents and elder people respond differently to item 2 (Pons et al., 2000), indicating some sensitivity to age in the Spanish version of the SWLS. Although our longitudinal data are based in a six months period which could be a too short time span to detect an influence of age, such results along with the fact that in the present study the differences across sexes for item 3 (“I am satisfied with my life”) disappear from T1 to T2, suggest that sex differences in the judgment of subjective well being could be related with the accelerate development of psychological maturity of adolescents (Frydenberg, 1997) and the establishment of sexual identity (Adams, 2001; Palen & Coatsworth, 2007). This mechanism could affect the way male and female adolescents interpret the language used in these items or the values and aspirations assumed in them (Miles, Shevlin, & McGhee, 1999). Clearly, the interaction between sex and age should be further investigated.

No previous research on the Spanish culture has examined the possibility of a two-factor structure of the SWLS. Our results did not support this structure. We have found a single-dimension structure of the Spanish version of the SWLS confirming previous studies conducted over adolescent groups (Alves et al., 2005) and over different cultures like German (Arrindell et al., 1991) and Portuguese (Nieto, 1991). Further, the “present” and “past” factors in the two-factor model were highly correlated for each sex (for similar result see Sachs, 2003; Wu & Yao, 2006) suggesting that both factors could not be differentiated by males and females who, according to the original aim of the scale, would judge their satisfaction with life irrespectively of specific domains or specific moments. Since some authors have suggested that a “time perspective” could be relate with different subjective well being measures (Boniwell, 2005), it would be interesting to investigate other populations which could be sensitive to the “present” and “past” factors (e.g. elderly people) or the usage of other versions of the SWLS (Pavot et al., 1998). The single-factor structure of SWLS indicated very good test-retest reliability and a considerable stability, as it

was suggested by the values of factorial auto-correlations in a test-retest period of six months. These values were higher or similar than those from other studies using shorter periods between waves (e.g., ten weeks, $r = .50$, Yardley and Rice, 1991; two months, $r = .64$, Blais et al., 1989; three months, $r = .73$, Schimmack, 2002).

In short, our analysis showed that some differences in error variance may be caused by sex and time (item 5), some differences seem caused by age or moment (item 3) and invariance across sexes can be originated by the interaction of both variables: sex and time (item 2). Our findings indicate that test-retest scores or across sexes should be carefully combined, especially in case selection (Millsap & Kwok, 2004), and suggest that age should be taken in account in research about factorial invariance across sexes. Therefore, in future research, longitudinal invariance of the SWLS should be investigated in different age groups (i.e. from senior high school to adults) and sexes within a culture.

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Annexure

Table 1: CFA of one factor model (F1) and two-factor model (F2) by sex and wave, and descriptive statistics

		Male (n = 237)				Female (n = 276)			
Model	Wave	χ^2 (df)	NNFI	CFI	RMSEA	χ^2 (df)	NNFI	CFI	RMSEA
One factor	T1	4.98 (5)	.98	.99	.03	4.51 (5)	.99	.99	.03
Two factor		4.28 (4)	.97	.99	.04	4.68 (4)	.98	.99	.05
One factor	T2	5.38 (5)	.99	.99	.02	6.22 (5)	.99	.99	.03
Two factor		5.16 (4)	.98	.99	.04	5.30 (4)	.99	.99	.04
		Mean (Std.)		α (Crombach)		Mean (Std.)		α (Crombach)	
One factor	T1	16.64 (3.03)		.81		16.54 (3.02)		.85	
One factor	T2	16.77 (3.01)		.82		16.61 (3.27)		.87	
Item	Skewness		Kurtosis		Skewness		Kurtosis		
	T1	T2	T1	T2	T1	T2	T1	T2	
1	-0.51	-0.56	-0.13	-0.31	-0.56	-0.61	-0.08	-0.3	
2	-0.32	-0.34	-0.53	-0.63	-0.24	-0.20	-0.61	-0.77	
3	-0.94	-0.82	-0.04	-0.34	-0.81	-0.75	-0.01	-0.37	
4	-0.40	-0.29	-0.87	-0.96	-0.27	-0.25	-0.67	-0.78	
5	-0.59	-0.49	-0.51	-0.77	-0.54	-0.67	-0.60	-0.23	

Table 2: Multigroup analyses for the invariance of SWLS across sexes by time (T1 and T2)

Invariance Model	χ^2		df		$\Delta\chi^2$		Δdf		NNFI		CFI		RMSEA	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Configuracional	12.37	17.93	9	9	-	-	-	-	.98	.97	.99	.99	.03	.04
Metric	14.28	22.41	13	14	1.91	4.48	4	5	.99	.98	.99	.99	.01	.04
Metric-2 ^a	14.28	24.36	14	15	-	-	-	-	.99	.98	.99	.98	.01	.04
Unique variance	26.10	46.29	18	19	11.82*	23.88***	5	5	.98	.94	.98	.95	.03	.06
Unique variance-2 ^b	14.82	26.43	16	17	0.54	4.02	3	3	.99	.98	.99	.98	.01	.03
Latent variable	14.83	27.86	17	18	0.55	1.43	4	4	.99	.98	.99	.98	.01	.03

^aFactor variance fixed to 1.00 during estimation, ^bConstraints of Item 3 and 5 at T1, and item 5 at T2 released, *** $p < .001$, ** $p < .01$, * $p < .05$

Table 3: Multigroup analyses for the invariance of SWLS along time for male (M) and female (F)

Invariance Model	χ^2		df		$\Delta\chi^2$		Δdf		NNFI		CFI		RMSEA	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Configuracional	40.32	38.53	32	32	-	-	-	-	.97	.97	.98	.99	.04	.03
Metric	45.55	41.51	36	36	5.23	2.98	4	4	.97	.99	.97	.99	.04	.03
Metric-2 ^a	45.81	44.81	37	37	-	-	-	-	.97	.99	.98	.99	.03	.03
Unique variance	48.33	51.28	41	41	2.78	9.77*	5	5	.98	.98	.98	.99	.03	.03
Unique variance-2 ^b	-	47.79	-	40	-	6.28	-	4	-	.99	-	.99	-	.03
Latent variable	48.68	51.06	42	41	0.35	3.27	1	1	.98	.99	.98	.99	.03	.03

^aFactor variante fixed to 1.00 during estimation, ^bConstraints of Item 5, for males group, released *** $p < .001$, ** $p < .01$, * $p < .05$

REACHING THE UNREACHED THROUGH COMMUNITY OUTREACH AND EXTENSION ACTIVITIES

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Abstract: The need of the hour is to inculcate interest among our students towards the community. In short promotion of social responsibility and citizenship roles among the student community of Maris Stella College, Vijayawada is done through the Forum for Justice, Peace and Integrity of Creation the Forum that is in charge of organizing Community Outreach and Extension Activities. The unreached are reached through the Community Outreach and Extension Activities, which remind us of our social responsibility.

INTRODUCTION

Social responsibility and citizenship role are considered important these days especially with regard to students pursuing their under graduation or post graduation. New Educational Policy & Higher Education Development Commission (UGC) Revised Guidelines for the autonomous colleges lay stress on the social responsibility an institution of higher learning should inculcate in students. Community outreach and extension activities are considered as the third arm besides teaching and research.

In this paper an attempt is made to share Maris Stella College Experience in Promotion of Social Responsibility in Students towards National Development. Maris Stella College situated in Vijayawada is an autonomous college, which is affiliated to Acharya Nagarjuna University, Guntur accredited with A Grade by the National Accreditation and Assessment Council and a College with Potential for Excellence (CPE).

Relevance to local needs and linkage with neighborhood are two important dimensions included in the overall planning of its programmes of Maris Stella College Management. Extension activities and outreach programmes is considered as the third arm of our education besides teaching and research at our college. A forum called Justice, Peace and Integrity of Creation was set up in 1997 to organize community outreach and extension activities of the college.

Sisters, staff and students take lot of interests in social activities in various capacities. Sisters make regular family visits, prison visits and visit the socially challenged individuals. The forum intends to inculcate a sense of social awareness and social responsibility among students for social transformation. Students in turn develop compassion for the underprivileged sections of the society.

Maris Stella College takes pride in being first of its kind in this part of Andhra Pradesh to have launched this specialized programme. This programme is integrated into the curriculum under the autonomous system since 2003. Activities are designed to suit the needs and interests of the students as well as the community needs. First year students are given theoretical inputs on various social problems such as poverty, unemployment, child labour, child abuse, AIDS, gender issues, prostitution, juvenile delinquency, crime, globalization, alcoholism and drug abuse. Second year students are taken for field trips wherein they organize activities.

Besides input sessions they participate in group discussions, seminars, poster presentations on topics such as:

- AIDS
- Child labour

- Child abuse
- Dowry
- Gender issues
- Corruption
- Problems of SC/ST
- Environment
- Population explosion
- Pollution
- Disasters
- Slums

They utilize the fund of knowledge gained in the classroom for the benefit of the community when they visit the communities.

They organize different activities for the benefit of the disadvantaged sections of the population to name a few her are a list of activities furnished below:

- Talks
- Skits
- Street plays
- Music
- Dance

Second year students reach out to the disadvantaged groups through various functional cells such as:

- Street children cell
- Women employment cell
- Community health cell
- Adult literacy cell
- Human Rights cell.
- Environment cell
- Media & Publication cell
- Information and Documentation cell
- Child labour cell
- AIDS awareness cell

Students also display charts pertaining to various social problems in the college display board so as to sensitize the student community towards social responsibility. Significant days are celebrated in the social welfare organizations such as World AIDS day, World pollution day and so on by taking up related activities by the students. Students coordinate with Non Governmental Organizations (NGOs) by assisting them in survey work, resource mobilization, programme organization, documentation and the like.

Practical work is supervised, evaluated and the graded towards the end of the year in terms of:

- Attendance
- Regularity

- Involvement
- Achievement
- Team spirit
- Communication skills
- Creative ability

By actively involving in these activities they are able to play citizenship roles and promote social responsibility towards National development. Community outreach and extension activities is an activity oriented towards the unreached. The unreached are reached out through the community outreach and extension activities.

PLUNGE INTO COMMUNITY SERVICE

Showing interest towards our community is an important part of our character. People attach a lot of significance to how much we are getting involved in activities that enhance quality of life in the community. This kind of citizenship will go a long way in improving the profile and character of a person. Therefore the students of Maris Stella College show interest towards our community through their active involvement in college community outreach and extension activities and improve their profile and character.

In these days, our society needs participation of all the people because of the increasing number of problems we are faced with in the current context. While there are environmental impediments staring in our faces, we have to deal with educational needs and poverty as well. Every person has to give his or her best as long as the community service is concerned. This is where the strength of our character stands. It contributes well to the collective capacity for doing more good to society. Unless we get involved in these activities of common good, there is little that we can make gains on the personal front. A gain for the entire community will eventually pass the benefits on to the individual as well. These gains made through common good are more worthy than any other thing.

For us to do well in community affairs, we have to develop a cooperative attitude and work with others with friendliness. If we make efforts in this way, our surroundings will become decent and encouraging. Once the first step towards this is made the rest will take care of itself. One must not stop making these efforts at any point of time in the larger interests of our community. All these are taught during their community outreach and extension activities.

BENEFITS OF SERVICE-LEARNING

For college-student participants, service learning has the potential to make classroom learning more meaningful. This occurs because of the necessity of confronting community issues and taking them seriously, as well as forcing the participants to apply, adapt, and reflect on ideas and theories found in the classroom. An engaged institution will better prepare students for today's global society by developing a strong sense of civic responsibility, accompanied by a better understanding of self, one's own resources, the links between individual and community, and the relevance of classroom concepts and theories.

Participants typically develop leadership and teamwork skills and become more attuned to working amongst populations of varying ethnicity or socioeconomic status. The institution itself is likely to benefit from more satisfied students, often more motivated and more likely to stay in college, as well as from better relations with potential employers, neighboring communities, voters, state legislators, parents, and current and future alumni.

In a context where college administrators see much value in service-learning and related experiences, the community outreach and extension service can offer:

1. Practical expertise;
2. A collaborative role in supervision;
3. An array of existing programs and models for college students to utilize; and
4. An existing network of county-level contacts with community groups.

CONCLUSION

Service motto is something that catches on among people without an end. One example is enough to gather many to carry out tasks that improve the lot of society. With a spirit of helping others, the doors will always open for us. Thus the need of the hour is to inculcate interest among our students towards the community. In short promotion of social responsibility and citizenship roles among the student community of Maris Stella College, Vijayawada is done through the Forum for Justice, Peace and Integrity of Creation the Forum that is in charge of organizing Community Outreach and Extension Activities. The unreached are reached through the Community Outreach and Extension Activities, which remind us of our social responsibility.

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