### CURBING MALPRACTICE IN EXAMINATION; THE ANTIDOTE FOR A SANE SOCIETY

**ABSTRACT**

This study was carried out to examine the curbing of malpractice in examination; the antidote for a sane society. This study was carried out in Ikeja Local Government Area of Lagos State. Specifically, the study examined various school library resources available in selected secondary schools and the various areas examination malpractice has impacted selected secondary schools in Ikeja Local Government Area, Lagos State. The study employed the survey descriptive research design. A total of 30 responses were validated from the survey. The study adopted the Interference-Deficit model by Musch & Brother (1999) theory. From the responses obtained and analysed, the findings revealed that fear of failure is one of the factors that leads to examination malpractice as students do not want to repeat a class or be seen as failures. Also,craze for certificates is notorious in our society,as the society believes that one without a certificate is a failure and thus the quest for certificates leads to examination malpractice. More so, other factors that leads to examination malpractice are; Pressure from teachers and lack of adequate preparation. Furthermore, the impact of examination malpractice on the society are lack of confidence, Luring of students into other vices, Irreversible loss of credibility and discouragement of students from hardwork. The study hereby recommend that societal re-engineering and re-orientation to revamp moral values, Retraining and reassessment of teachers, appropriate recognition and remuneration of teachers , Promulgation and enforcement of examination malpractice (prohibition) laws will be able to curb examination malpractice. Also, government should give priority on provision of adequate funds necessary for the provision of current and up to date library resources and also for the employment of qualified librarians.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND OF THE STUDY**

All over the world in the education sector, the examination process makes the difference in the actualization of the goals of education, Nwadiani (2005:2) asserted that “the goals of national educational systems and indeed national development become like mirage if examination ethics is not encouraged and instituted”. Examination is one of the major means of assessing and evaluating students’ skills, knowledge and attitude in both general and specific areas of studies. Olatunbosun (2009:101) noted that “till date, examinations still remain the best tool for an objective assessment and evaluation of what learners have achieved after a period of schooling”. Therefore, any action that undermines examinations poses a great threat to the validity and reliability of examination results and certification. Unfortunately, the process of examination in Nigerian secondary schools has become a “contemporary shame” according to Nwadiani (2005:3). This of course is due to the phenomenon of examination malpractice that has become endemic in the educational system. *Examination malpractice is an act of omission or commission by a person who in anticipation of before, during or after any examination fraudulently secures any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued (FRN, 1999:1).*

Onah (2010:58) defined examination malpractice as anything done by an examination candidate that is likely to render the assessment useless.

The history of examination malpractice in Nigeria is not recent. It dates back to the colonial era. According to Kpangban et al (2008), the first examination malpractice in Nigeria was reported in 1914, when there was a leakage of question paper in the Senior Cambridge examination. Since then, the incidence of examination malpractice has lasted long in the country. However, Onuka and Amoo (2011) noted that examination malpractice existed at minimal and in simple unsophisticated forms in the earlier years, but became more pervasive as from the 1970s. It must be noted that in the recent past, the incidence of examination malpractice was not limited to final examinations conducted by public examination bodies alone. It occurs in school assessment, and this is carried over to external examinations especially the ones conducted for certificates or for admission purposes. The incidences of examination malpractice are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating. The alarming rate of examination malpractice in secondary schools and other levels of education in Nigeria as witnessed in public examinations such as the Senior School Certificate examination (SSCE). Thus Oneychere (2004) noted that it is almost a routine for students to cheat in both internal and external examinations.

The hues and cries about examination malpractice taking place at all levels of the Nigerian educational system is nothing but a reflection of the decay in the value system of the society. The Nigerian society is that which celebrates mediocrity and views cheating as being smart. The society does not want to know how an individual achieves success. The important thing is the success. In fact in Nigeria the end justifies the means instead of the means justifying the end. In actual fact examination malpractice is a variant of the wrongs and corruption in the society. The politicians employ rigging at elections and enjoy enviable political offices and so do students cheat from primary to tertiary institutions to move from one level of education to another. All sorts of misconducts take place in and around examination venues to take undue advantage of the process and achieve “success”. To make matter worse it is not only students that are involved, Business centres inside or around schools, parents, teachers, school heads, and examination officers all collude with students to perpetrate this misconduct. For Example, It is common during Joint Admission and Matriculation Board (JAMB) examination, to see up to 5000 persons in examination centre that has 500 candidates. The other persons who are not writing the examination come around to crowd the venue as aids to those writing the examination. The collusion between two or more of these agents makes it more difficult to combat. Even the penalties stipulated in Act 33 of 1999 constitution ranging from cancellation of results to 21 years jail- term has failed to achieve any significant shift from the cheating culture due to the effect of collusion (Ijaiya, 2004; Oduwaiye, 2014). Due to the problems of examination discussed above, the researcher decides to make this research on curbing examination malpractice in Nigeria for a better and sane society.

****1.2     Statement of the Problem****

It is clear that examination malpractice tends to confer undue advantage or undeserved grade to the perpetrators of the act, examination however may be committed by not only the candidates but also by other bodies charged with the responsibilities of examination management. Undoubtedly, examination malpractice has been a social problem for decades, but the rate and manner it is perpetrated nowadays calls for serious concern. The rate of this crime has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of illegal practice or another, (Nnam & Inah, 2015; Ojonemi et al., 2013). Examination malpractices is now a very common thing in the Nigeria educational sector and every examination season witnesses the emergence of new and ingenious ways of cheating, this research however will investigate deeply on the causes and proffer solution on how to curb examination malpractice in Nigeria for a sane society.

****1.3     Objective of the Study****

The main objective of this study is to find out the causes and effect of examination Malpractice in Nigeria and also proffer solution on how to curb examination malpractice in Nigeria, specifically this research intends to:

1.     To investigate the causes of examination malpractice in Nigeria

2.     Find out the effect of examination malpractice on the society and the image of Nigeria educational sector abroad

3.     Examine the impact of curbing examination malpractice on the society

****1.4     Research Question****

1.     What are the causes of examination malpractice in Nigeria

2.     What is the effect of examination malpractice on the society and the image of Nigeria educational sector abroad

3.     What is the impact of curbing examination malpractice on the society and development of Nigeria

****1.5     Significance of the Study****

This findings will expose the teacher, parents, ministries of education and other stakeholder involve in making and formulating educational policy in Nigeria to different ideas, methods that students uses to engage in different examination malpractice, also the findings in this study will be a starting point of reference to other researcher that will embark on the same topic research. All the school administrative in the tertiary levels would be made to realize and nip examination malpractices in the bud. The findings of the study also to an extent will reveal some of the secrets methods of examination malpractices. The study also will let the students that engage in the practice know the negative effects and the possible punishment available for the offenders, finally this research will proffer some real life solution on to curb examination malpractice in Nigeria and the impact of curbing malpractice on the Nigerian society.

****1.6     Scope of the Study****

This research work will examine related concept and literatures on examination malpractice and curbing examination malpractice in Nigeria through secondary method of data gathering.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literatures that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework, and
* Empirical Review

**2.1 CONCEPTUAL FRAMEWORK**

**CONCEPT OF EDUCATION**

Education is a necessary process through which young adults are equipped to lead productive lives according to their talents and interests (Akaranga and Ongong, 2013). Through education, learners are not only taught, trained, and adequately guided to acquire relevant skills and knowledge but also taught how to adapt to acceptable societal life. To some people, education is seen as a means of overcoming handicaps, achieving greater equality, and acquiring wealth and status for all.

Effective education is a learning experience. Education brings about an inherent and permanent change in a person's thinking and capacity to do things. Many people have a superficial concept of education; equating it with doing a particular course or obtaining a particular qualification.

Qualifications and courses however do not always equate with effective education. People can undertake courses without any significant permanent change. People can achieve qualifications without changing .

There's no escaping the fact that good learning takes time. Reading a book and understanding what you read, does not mean that you have been educated (or permanently changed), if you don't integrate what you read into your attitudes and memory. Similarly, attending a course and hearing a lecture doesn't mean you have changed or been educated.

Education in the general sense covers the whole life of an individual from birth till death or from cradle to grade that shows that education is as old as man on earth. The formal school system is greatly influenced in its result on the lives of all who pass through it.In Nigeria before the 1840’s there was in existence a system of education. This was broadly traditional, occupationally oriented and informal apprenticeship system. This type of education as at that time was relevant to the needs of the society. The advent and influence of the Christian missionary activities affected a change from the informal system of education to the western oriented type of education. Preference was no longer for hardwork but acquisition of certificate. Every achievement or goal oriented tasks a certification of schooling.

Real education is very different to just having access to (or being exposed to) information about something. Real education embeds things into one's brain, and anyone who understands learning will understand that this comes from repeated exposure and use of information or skills.Sadly, in today's world, people want to fast track everything: but learning is something that cannot usually be fast tracked.

Education is acquisition and utilisation of knowledge. It is not a matter of acquiring certificates, but functionality and utility. Meaningful knowledge is not ornamental, but must be utilisable. Knowledge must be acquired for application, not for decoration. It must impact and change the possessor, otherwise, learning has not taken place. Education is a process of experiencing, which transforms and reforms purposefully. It is a process of developing sound character for the good of the society. It is change in

behaviour. It is power bestowed on the possessor as the end product of experiencing. As a discipline or a body of organised knowledge, education addresses what should be taught (curriculum), why it should be taught (educational philosophy), how it should be taught (methodology), and to whom it should be taught (educational psychology) (Eneh, 2009a).

Unlike the appropriate education technology (AET), the current education approach in Nigeria does not use the rich environment as a source of teaching/learning materials to impart on learners the knowledge, skills and attitudes of the world around them through personal contact and experience. Acquisition and application of science knowledge, skills and attitudes for the purpose of improving the environment, and the learners’ living conditions is not an issue, nor is any attention paid to human capital

development - virile education to develop the mind for sustainable appropriation and harnessing of the natural resources around the learner.

Despite abounding natural resources in Nigeria, graduates are jobless and poor because they cannot tap the natural resources in their environment. Eneh (2007) listed 16 metallic, 21 non-metallic, 3 mineral-fuel and 3 miscellaneous mineral deposits abounding in virtually all the States in Nigeria. Ironically, most graduates of Mining Engineering and related disciplines cannot help themselves by mining them. They rather waste years as applicants for white-collar jobs. They might be ignorant of the existence of most of the minerals in the country because their immediate environment was distanced from their classroom due to the absence of AET in the education system.

**EXAMINATION**

Examinations in Nigerian schools dated back to the advent of formal education in the country in the 1800s and they were modeled after the British system. As such, the 1987 Ordinance made provision for examinations in schools that have attained the requisite percentage of proficiency (Adesina, 1990; Bandele, 2005).

The oxford advanced learners dictionary (2000) defined examination as spoken or practical test at school or college especially an important one that you need to do in order to get a qualification. The Wikipedia further asserted that a test or examination is an assessment intended to measure a testtakers knowledge or skill, aptitude, physical fitness or classification in many other topics (e.g. beliefs). A test may be administered orally, on a paper, on a computer or in confirmed area that requires a test taker to physically perform a set of skills. Examination is an organized assessment technique which presents individuals with a series of questions or tasks geared towards ascertaining the individual acquired knowledge and skills (Oduwaiye, 2014).

Nnam & Inah (2015) notes that examination is a yardstick against which students or candidates’ competence and progress are formally measured and appraised in the education sector. According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining a learner’s level of skill acquisition or intellectual competence and understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this forms a feedback. George & Ukpong (2013) opine that examination is the most common tool around which the entire system of education revolves, it is the instrument used to decide who is permitted to move to the next level.

Malik & Shah (1998) cited in Akaranga & Ongong (2013) observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not be obtained. Hence, the result of such evaluation leads to wrong decisions and judgments which affect the teacher, the learner, the entire education industry, as well as the society (Ojonemi et al., 2013). Whenever there is examination irregularity or malpractice, the validity and resulting outcome is questionable. The common belief on certificates as the only yardstick to measure ones qualification has led many Nigerians to buy educational certificates to prove their academic worth.

**EXAMINATION MALPRACTICE**

Examination malpractice in Nigeria is as old as the country itself According to (Anzene, 2014), examination malpractice was first reported in Nigeria in the year 1914, when the question papers of the Senior Cambridge Local Examinations were reportedly seen by candidates before the scheduled date of the examination.

 The Examination Malpractice Act (1999) explains examination malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secures any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued. Again, examination malpractice is commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage, (Wilayat, 2009 quoted in Akaranga & Ongong, 2013). Alutu & Aluede ( 2006) cited in Jimoh (2009) remarked that examination malpractice is any irregular behaviour exhibited by a candidate or anybody charged with the conduct of examination before, during or after the examination that contravenes the rules and regulations governing such examination.

Examination malpractice is furthermore defined as any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. Examination malpractice is an act or irregular manner of testing candidates which contravenes the rules and conventions guiding the conduct of examinations.

Olushola (2006) stated that examination malpractice is an unlawful behavior or activity engaged in by students to have personal advantage in an examination over their colleagues or mates who are taking the same examination. Malpractice could be committed before, during or after the examination by either the students taking the examination or by officials assigned with the administration of the examination. Dike (2005) from the psychological point of view saw examination malpractice as all forms of cheating which directly or indirectly falsify the ability of the students. It refers to counter practice that is against the ethics of examination. It is also an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process.

 Examination malpractice has done a lot of harm to students since many of them have neglected their books with the hope of performing the magic they are used to in every examination. Examination malpractice in Nigerian educational system has been widely discussed and viewed as a major challenge not only to examination bodies but to school administrators, the entire education system, the government and the society at large. Examination malpractice as defined by West African Examination Council (WAEC) (2003) is any irregular behaviour or act exhibited by candidates or anybody charged with the responsibility of conducting examination in or outside the examination hall, before, during or after such examination with the aim of taking undue advantage. Many of these irregularities or misconducts surround examination and it came to an alarming rate in the last three decades.

Onuka & Durowoju (2013) defined examination malpractice as any dishonest or unauthorized action or deed committed by a student on his own or in collaboration with others like fellow students, guardians, parents, teachers, head teacher, examination officials, supervisors, invigilators, security officers and any individual or group of people before, during or after examination in order to obtain undeserved marks or grades. From all the definitions, it is clear that examination malpractice tends to confer undue advantage or undeserved grades to the perpetrators of the act. Again, it may be committed by not only the candidates but also by other bodies charged with the responsibilities of examination management. Undoubtedly, examination malpractice has been a social problem for decades, but the rate and manner it is perpetrated nowadays calls for serious concern. The rate of this crime has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of illegal practice or another (Nnam & Inah, 2015; Ojonemi et al., 2013). Examination malpractices are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating, (Nnam & Inah, 2015; Anzene, 2014; Ojonemi et al., 2013; Jimoh, 2009). It is on the above exposition this term paper will make an attempt to examine the issues of examination malpractice in Nigeria and hopefully reveal the causes and effects of examination malpractice and proffer measures to curb this meance.

The hues and cries about examination malpractice taking place at all levels of the Nigerian educational system is nothing but a reflection of the decay in the value system of the society. The Nigerian society is that which celebrates mediocrity and views cheating as being smart. The society does not want to know how an individual achieves success. The important thing is the success. In fact in Nigeria the end justifies the means instead of the means justifying the end. In actual fact examination malpractice is a variant of the wrongs and corruption in the society. The politicians employ rigging at elections and enjoy enviable political offices and so do students cheat from primary to tertiary institutions to move from one level of education to another. All sorts of misconducts take place in and around examination venues to take undue advantage of the process and achieve “success”. To make matter worse it is not only students that are involved, Business centres inside or around schools, parents, teachers, school heads, and examination officers all collude with students to perpetrate this misconduct. For Example, It is common during Joint Admission and Matriculation Board (JAMB) examination, to see up to 5000 persons in examination centre that has 500 candidates. The other persons who are not writing the examination come around to crowd the venue as aids to those writing the examination. The collusion between two or more of these agents makes it more difficult to combat. Even the penalties stipulated in Act 33 of 1999 constitution ranging from cancellation of results to 21 years jail- term has failed to achieve any significant shift from the cheating culture due to the effect of collusion (Ijaiya, 2004; Oduwaiye, 2014). The university system evaluates the achievement of students‟ learning by administering two major types of examinations. Each course is evaluated by continuous assessment test (C.A. Test) and semester examination. These two types of examination are not spared of malpractices or irregularities of one type or the other. It is the intention of this researcher to find out the remote causes of examination malpractices, the types or forms of malpractices and recommend measures aim at stopping or reducing the ugly trend. (Onyechere, 2004; Olanipekun, 2013 and Adewale 2014).

According to Ugwu (2012), examination malpractice is a deliberate wrong-doing contrary to official examination rules and designed to place a candidate at an unfair advantage. It comes in different forms, like the leakage of examination papers, impersonation, external assistance, revealing answers (using dictation, phones and pagers) during examinations, copying or ‘giraffing’ another candidate’s work, inadequate spacing, lax supervision and inflation of a candidate’s original mark by those who grade the scripts.

From the east to the west and from the north to the south, the menace of examination malpractice is echoed in all the nooks and crannies of Nigeria. The disease has eaten deep into the three levels of the educational system (tertiary, secondary and primary). The malady seems incurable because virtually all citizens in one way or the other are

involved in the educational malaise. The youths believe they cannot be successful in examinations without malpractice, which they have baptized with so many esoteric aliases, such as ‘symbiosis’, ‘mgbo’ (Ibo for bullet), ‘help’, ‘memory backup’, ‘mercenary’, ‘missiles’, ‘giraffing’, ‘dubbing’, ‘xeroxing’, ‘sorting’, among others. The scourge has become the order of the day (Ugwu, 2012).

Inconsistency in government policy and weak political will are not helping the matter. Oyakanmi (2011) reported that the Federal Ministry of Education (FME) has buried two of the most brilliant initiatives introduced by Mrs. Obiageli Ezekwesili as Education Minister. These are the Community Action and Transperency Initiative (CATI) and the Examination Malpractice Blacklist Initiative (EMBI). Both initiatives, received with joy by education sector stakeholders, were launched in the Transcorp Hotel, Abuja on March 18, 2007. Familiar forces at the FME, with the connivance of a former minister, strangled both initiatives to death immediately Ezekwesili left office. Since then, no Education Minister has bothered to re-examine them. Yet, so much noise was made about the problems associated with corruption and examination malpractice, which were direct consequences of their failure to act appropriately.

The first major campaign against examination malpractice was taken up by the Exam Ethics Project (EEP) founded in 1996, which raised a lot of awareness about the operational mode of the perpetrators. In March 2007, the FME unveiled the Examination Malpractice Blacklist 1 and 2, detailing all those involved in the examination malpractice blacklist (EMB) that had been caught, investigated and then sanctioned. They stood suspended indefinitely as examiners, supervisors or invigilators of FME associated examinations, including those of National Examinations Council (NECO), West African Examinations Council (WAEC), Joint

Admissions and Matriculation Board (JAMB), National Business and Technical Education Board (NABTEB) and National Teachers’ Institute (NTI). The suspension was without prejudice to other disciplinary actions by FME and by anti-corruption or law-enforcement agencies. Sadly, the reality today is that majority of those listed in the publication were not sanctioned after Ezekwesili left office. In fact, some of them have been promoted (Oyakanmi, 2011). In a prevalence report on secondary schools for 2007, Gbagolo(2011) observed 16.6 % for the schools in the North Central, 2.5 % for North East, 3.6 % for North West, 14.8 % for South East, 26.5 % for South West, and 36 % for South South. The results belonging to 32,414 candidates were either cancelled or withheld for cases of examination malpractice in 2009 Senior School Certificate Examination, in which Enugu State recorded the highest of 3,742 candidates (about 10 % of the total casualties). Despite the efforts of the government examination bodies and concerned citizens to stop examination malpractice in Nigeria, people are not deterred from engaging in it. The offences include cheating and disturbance during examination, stealing of question papers, impersonation, obstruction of supervision, forgery of result slip, breach of duty, conspiracy and aiding, among others. The phenomenon of examination malpractice is exacerbated by the large-scale involvement of corrupt and greedy teachers, school administrators, indulgent parents and guardians, students, security agents, examination officials and

administrators, host communities of examination centres, traditional institutions, peer groups, and the mass media.

Consequently, Nigeria ranked number one in the world’s examination malpractice index in 2011. The average annual examination malpractice index was 12 per cent. In the May/June 2012 school certificate examination conducted by NECO, a total of 615,010 cases of malpractice were recorded, while 439,529 were recorded in the 2011

examination (Omeri, 2012).

At the tertiary education level, ‘sorting’ is the term used for obtaining undeserved marks in examinations by irregular practices. It takes various forms, including sexual gratifications, financial/material gifts, cult-assisted extortion of marks, among others. Since most students had improper educational foundation at the basic and secondary education levels, ‘sorting’ is a growing menace as a means of ‘crossing over’. After

obtaining their degrees, they could become lecturers in colleges of education or polytechnics. Once they obtain masters degree by the same fraudulent means, they may become lecturers in universities. Expectedly, they perpetrate ‘sorting’ and bake unacceptable ‘bread’ out of their students. It is a vicious cycle, indeed.

As was rightly observed by Nigeria’s Ministry of Education, the education sector is in shambles, and any nation whose educational sector is in crisis can never grow economically. Any country that ignored the leading role of education in the drive for development risked producing citizens who could become weapons of mass destruction. The Ministry then proposed reforms programme to promote education that is, among others, efficient and effective, and functional for life-skills acquisition, job creation and poverty eradication (FGN, 2007). This is in recognition of education as not only a process of transmitting the cultural heritage, but also a means of developing the entire person to enable him live effectively and efficiently in the society and to advance it for the future (Eneh, 2009a).

**Examination Malpractices Could Be Encouraged As a Result Of**:

* Students being sometimes left without any direction or are pushed too hard and too far by parents to achieve the desires of such parents. This problem often makes the candidates to do courses that they cannot cope with, are not interested in, or may not be beneficial to them.
* Truancy and absenteeism; where students were ill prepared for examination because they do not know what others have been taught. It is natural that when a student does not attend lecture(s), there is no miracle that will make him or her pass, except if he or she indulges in examination malpractice.
* Lack of proper teaching of students before examination can also encourage examination malpractice. Some school teachers are either lazy or indulged in their private practices when they are supposed to be teaching their students and thus, put in grossly inadequate time in teaching/coaching their students. When the time for examination comes, in order for them to preserve their jobs and also uphold the name of their schools, such teachers tend to resort to examination malpractices.
* Poor state of infrastructure in schools is another cause of examination malpractice. Where a school lacks such basic facilities such as classrooms, laboratories, libraries and other vital equipment and facilities, teaching and learning cannot be carried out effectively.
* Long periods in which schools are closed due to strikes by teachers could also result in examination malpractice. When schools are closed, student are compelled to go back to their various homes and either roam the street, stay idle or engage in nefarious activities. During examination, such students may not be able to recall what they had learnt and the best bet for them is to participate in examination malpractices.
* Poor admission and promotion policy by schools can also enhance examination malpractice. When admissions are not given to candidates based on merit but based on sentiment, the said students may not be able to withstand the academic stress; the last option for such students will be to embark on examination malpractice. In the same vein, when students are promoted from one class to another without recourse to whether they have passed or not, they tend to be ill equipped at the end of their study and thus depend on examination malpractice.
* Inadequate staffing of schools is another major reason why students cheat in examinations. For a student to learn and understand any subject matter, he or she ought to be taught adequately. In a situation where students are not taught adequately due to lack of sufficient teachers, such students or schools tend to indulge in examination malpractice to pass examinations.
* Poor attitude of students towards their studies resulting in non-preparation for examination can also cause examination malpractice. A student, who failed to study hard when he or she has examination to write, will always get involved in examination malpractice in order to pass such examination(s) (Olushola 2006).

**Forms Of Examination Malpractice**

The following are some identified forms of examination malpractice:

**Leakage:** This means that the content of examination or part of it is disclosed prior to taking the examination. Usually it involves one or more of the following: staff members of the examination authorities, printers, proof readers, and messengers.

**Collusion:** Unauthorized passing of information between candidates usually by exchanging notes or scripts. This is usually facilitated by inadequate spacing between desks and laxed supervision.

**Impersonation**: An individual who is not registered as a candidate for a particular examination takes the place of one that is registered. Usually this involves collusion between the chief examiner and the examination supervisor. It frequently involves tertiary institutions students taking the test for monetary reward or a favour for a girl friend or boy friend.

**Copying:** Copying from another candidate‟s work with or without permission.

**Smuggling of Foreign Materials:** This is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g. parts or whole note books, text books, micro chips and answers) into the examination hall. Foreign materials are frequently smuggled in pants, shoes, hems and bras or deposited or fixed in the hall prior to the examination or even smuggled in by the candidates or their aids during the examination.

**Giraffing:** This form of cheating takes its name from one of the African wild animals with an extremely long neck, legs and small head (Akaranga & Ongong, 2013). It is a process in which an examinee stretches out his neck as long as possible to view and copy what a fellow candidate has written down for a given question. Giraffing is among the oldest and the commonest form of examination malpractice.

**Inscription**: Students have now advanced to the level of inscribing materials or information on anything like parts of their body for example palms, thighs, baby pampers; handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on (Oredein, 2006). Nursing mothers convert the tender skin of their baby to white board; intermittently during examination seek for permission to breastfeed their baby only to use such avenues for note reading or revision. A new examiner will be dumbfounded during NTI Distance Learning and universities part-time programmes’ examinations.

**Irregular activities inside and outside the examination halls:** Students, who have made up their minds to cheat, exhibit unwholesome behavior during examination. For instance, smuggling out question papers out of the examination hall, sending and receiving information from other candidates or from agents and touts outside the hall, tearing part of the question paper or answer booklet during the examination to perpetrate malpractice.

**Scientific malpractice/ the use of mobile phones during examinations:** Nowadays, candidates employ unauthorized scientific calculators, organizers, compact disc, and mobile phones to take undue advantage. Mobile phones with cameras (imaging functions) are used to take snapshots of a whole textbook in a much reduced format for use during examination. For examination that involves multiple choice questions, candidates inside the examination hall receive the answer through the handsets from their agents even outside that geographical location.

**Bribery:** This form of malpractice may be used to enhance teacher-student collusion to cheat. It brings in the economic perspectives in examination malpractices. A student may pay an examination official some money not necessarily to buy the question paper, but to be allowed to use illegal materials smuggled into the examination halls or to extend the examination scheduled period. In Nigeria, bribery often referred to as sorting in tertiary institutions is rampant. Male students offer money or other valuables while female students use money or sex to bargain for “upgrading” of their examination scores. Bribery is common in both secondary and tertiary levels of education examination.

**Intimidation / Assault on examination officials**: There are reported cases where students and touts brandish dangerous weapons like daggers, pistols, axes, etc. in the examination venues to intimidate invigilators to have a free day while committing the heinous crime. Students who indulge in secret cult activities are more prone to this violent act. The case of intimidation is more evident during external WASSCE / NECO examinations popularly referred to as GCE or during final semester of undergraduate studies examinations. 9. Other forms of examination malpractice include the use of coded sign languages by some candidates, exchange of answer booklets for note comparison or outright impersonation, mass cheating, leakage of question papers, etc.

**Causes of examination malpractice**

Many reasons have been adduced to be the cause of the prevalent cases of examination malpractice. Petters & Okon (2013) identifies the causes to include fear of failure, craze for certificates, desire of parents to have their children in choice professions and university, pressure on students to pursue courses which they have no aptitude for, pressure from teachers who want to gain favour of students and overcrowded sitting arrangement.

The idea that, in Nigerian, certificate is most important than the skills to deliver is what prompted most students into malpractice so as to have the required certificate to be there. The society regards possession of certificate as Alfa and Omega where an individual is only recognized if he possesses certain certificate. Other factors responsible for examination malpractice in Nigeria includes what most respondents called “wrong value system which leads to serious quest for certification instead of knowledge and skills”, Laziness, lack of preparation or in-adequate preparation for examination, lack of self confidence, poor school facilities, (Lack of or in-adequate examination hall) poor sitting arrangement, socio-economic factors, political-undertone, privatization and commercialization of education, poor invigilation, weak parental function. e.t.c. (Onyechere 2004; Awambor, 2004).

George & Ukpong (2013) linked the increasing rate of examination malpractice to poor teaching, ineffective preparation by students, ill-equipped library facilities, and dubious admission policy. Akaranga & Ongong (2013) views the cause of examination malpractice to parental upbringing. They opined that because of social status and economic ability, most parents are easily persuaded to bribe their way through for the sole success of their children and selfgratification.

According to Ejimogu (2001) cited in Nsisong (2011), general moral decadence and the high premium placed on achievement and certificates by Nigerians has in recent times spawned examination fraud. The overdependence on educational certificates as a measure of one’s knowledge and competence has led to a mad rush by most people for educational certificates through unethical means. The disjunction between culturally acclaimed goals and the institutionalized means of achieving these goals coupled with the cultural context of great emphasis on success-goals without equivalent emphasis upon institutional means of attaining these goals have created an environment that predisposes some students, teachers, parents and others to examination malpractice (Jimoh, 2009). The Nigerian society today is characterized by a heavy emphasis on success and wealth without a corresponding emphasis on legitimate means and avenues to be used in achieving the success. The country has become a commercial venture and no longer a place for selfless service. The CWO Voice (2010) links examination malpractice to the following factors: rapid growth and demand for education in Nigeria, poor teaching and learning environments, lack of well-equipped teachers who do have the necessary pedagogy to convey the contents to the learners, lack of viable teaching materials/ equipment like standard laboratories, libraries and other things.

**Effects of examination malpractice**

The consequences of examination malpractice both to education and the society will be catastrophic in the long run candidates/students who would ordinarily be working hard to pass examination will now depend on quack arrangements since they believe so much in such arrangements that it rarely failed. Then the fraud or malpractice may eventually be seen as a way of academic exercise. The candidates produced in this manner will grow into adults and teachers or examinations officials who will not see anything wrong with such sophisticated and high class examination fraud thus defeating the goals of education by turning out certificated illiterates. Examination malpractice increases lack of confidence among students. Students who would have ordinarily passed an examination feel disappointed and lose confidence when less intelligent ones perform better than them through cheating, thus leading to loss of confidence in themselves and in the examination and the system at large. Examinations malpractice may lure some students into other areas of misconducts such as prostitutions and or armed robbery, female students who lack money to sort or pay for scores may take prostitution while male may as well take stealing or armed robbery in a bid to make money to pay for scores (Onyechere, 2004; Adewale, 2014 & Uzochukwu, 2015).

 In a society where examination malpractice is predominant, its impacts are visibly seen in the type of human resources the education system has produced. Again, educational systems strive to inculcate high level of discipline, diligence, moral love for others; to the recipients where the examination is fraught with malpractice, all the important feedback mechanism become faulted and the educational system becomes distorted (The CWO Voice, 2010).

Onyibe, Uma and Ibina (2015) identify the following as the effect of examination malpractice:

* Examination malpractice leads to irreversible loss of credibility. A country that becomes notorious in examination malpractice loses international credibility. The implication is that documents or certificates emanating from such a country would be treated with suspicion as is the case of Nigeria today. Such country’s educational institutions are as good as dead as far as international cooperation in education is concerned (Jimoh, 2009).
* Examination malpractice has grave consequences on the individuals and institutions of learning, communities and the country at large. Dismissal, termination, loss of position, and lack of self-confidence are effects and have caused a lot of embarrassment and suffering to individuals, families and the nation. The guilty ones who were not caught and punished cannot defend the certificates procured not to talk of working at their duty posts.
* The prevalent rate of bank failures, collapse of buildings, economic sabotage, vandalism, kidnapping/hostage taking for ransom, drug trafficking, fake drug manufacturing and sales are practical effects of moral decadence, emanating from examination malpractice. Effects of examination fraud are displayed in the filling stations, churches, homes, hospitals and markets, practically everywhere.
* The fight against corruption cannot be realized if examination malpractice continues to be rampant in our educational system. As future leaders who have been equipped through a school system characterized by academic fraud and dishonesty, will certainly manifest this fraudulent behavior in any organization they may find themselves. Those that cheated to pass examination will cheat to get employed, get a spouse, and even to win election through electoral violence or other sharp malpractices.
* Other effects of examination malpractice include discouragement of students from hard work, low productivity and poor job performances, bribery, corruption, and certificate racketeering. Examination malpractice with its disadvantages is affecting all the facets of the society negatively. The potentials of this nation will be difficult to realize socially, economically, and technologically until the individuals, governments, and other stakeholders in the education sector collaborate to eradicate this malpractice.

In summary, the effects of exam malpractice monstrous and very damaging to the society. The products of examinations malpractice are square pegs in round holes. They lack the required knowledge and experience to carry out their assignment and professional duties effectively. Examinations malpractice produces candidates with low morale and academic values. The products of examination malpractice always end up with unfulfilled dreams in their chosen career. Examinations malpractice is a negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices. Anyone who engages in examinations malpractice is building on a false foundation which can lead to serious professional errors.

**Measures Of Curbing Or Controlling Malpractice In Examination**

No one can claim to have all the solutions to the eradication of examination malpractice in Nigeria, Onyibe, Uma and Ibina (2015) believe strongly that the following suggestions will curtail malpractice to the barest minimum.

1. Societal re-engineering and re-orientation to revamp moral values: Good moral values should be properly instilled into our youths, and parents counseled to stop aiding their children to cheat in examinations. Again, there is a need to engage only honest persons in examination management. Petters & Okon (2013) also suggest effective counseling services in schools to assist students acquire techniques of effective study habits.
2. Retraining and reassessment of teachers: Teachers should be equipped for the technologically-driven world (Uzoigwe, n.d). Teachers cannot provide experience and activities that guide students’ progress towards understanding of ideas if they themselves do not know what these ideas are; neither can they provide experiences that challenge students if they themselves share in the same misunderstanding (Jimoh, 2009). Since some of the teachers in our various level of education are beneficiaries or products of malpractice, a compulsory nationwide retraining of teachers is very important to re-equip them to impart knowledge. And those found non-trainable should be reassigned with administrative duties.
3. Appropriate recognition and remuneration of teachers / examination officials: Enhanced salary should be paid to teachers and special welfare package given to examination officials to dissuade them from financial and material inducements from students, parents, and others who may want to subvert the examination process. The examination officials include teachers who invigilate examinations, supervisors who oversee the conduct of examinations in schools, officers of examination bodies who monitor the conduct of examinations and law enforcement agents charged with the security of the examination centers.
4. Promulgation and enforcement of examination malpractice (prohibition) laws: The Examination Malpractice Act 33 of 1999 should be amended to re-introduce the parts of Decree 20 of 1984 which advocated for twenty-one (21) years imprisonment for convicted culprits of examination malpractice without option of a fine. If this is fully implemented, it will serve as a deterrent to students, invigilators, security agents, and other collaborators in the malpractice business.
5. Employment of qualified teachers at all levels of education: The need for qualified manpower cannot be overemphasized. The era of agricultural science tutor teaching chemistry, physics, or integrated science under the guise that “science is science” should be over. Trained teachers should be deployed to handle subjects only in their field of specialization. Remember that a medical doctor practicing engineering is a quack.
6. School libraries and laboratories should be adequately equipped: Tools for effective teaching and learning include current and quality textbooks, up to date laboratory equipment, and workshop tools. This vital equipment should be provided and the libraries and laboratories made conducive for learning activities. In fact the whole school environment should be learning-friendly and conducive for human habitation. 7. Proper funding of the education sector: Federal and states annual budgets should be implemented in accordance with UNESCO recommendation of 26% of states annual budgetary allocation for education. The Nigerian government should realize that education is the bedrock of every society and a springboard for development in a complex and competitive world of today. What we have in our schools today especially in the primary and secondary schools are dilapidated classrooms and classrooms without chairs and tables.
7. Less emphasis on paper qualifications /certificates: Nigeria’s education system is largely certificate oriented. Excessive value placed on paper qualification or certificates is the major contributing factor for examination malpractices, that is why candidate would not spare any effort to ensure that they obtained whatever they needed to make a living, whether in a just or unjust way (Onuka & Durowoju, 2013). 9. The use of effective continuous assessment techniques: Akanni &Odofin (2015) define continuous assessment (C. A.) as a continuous updating of teachers’ judgment about the learners’ performance in relation to specific criteria which will allow at any time a cumulative judgment to be made about his /her performance. Continuous assessment compels students to make adequate use of their time for studies by completing notes, doing homework, and assignment. On the side of the teachers, it affords an early opportunity to review one’s teaching methodology and students’ assimilation of the subjects taught. Again, C. A. reduces the anxiety associated with one-shot examinations.

**EXAMINATION MALPRACTICE AS A MENACE TO THE SOCIETY**

Examination malpractice is a very destructive agent to the society. It affeects and destroys the society in these forms:

**Quality:**

Quality may mean something good, ideal or high standard, while quality assurance on the other hand, is consistent provision and utilization of good and high standard resources intended to foster effective teaching and learning in every stage and aspect of the education system (Fasasi, 2006). Quality and quality assurance are accordingly, aspects which are measured by an examination which is the key element upon which education is centred.

 Examination malpractice destroys everything quality stands for. Quality assurance in effective teaching and learning in every stage and aspect of education system is compromised. We end up releasing half baked students to the society, students whose qualities have been compromised.

**Ethics and morality:**

Although, it is not the intention of this paper to give an in-depth analysis of the concept of ethics, examination malpractice is a moral issue which must be discussed and analysed from an ethical theory. Ethics according to Omoregbe (1993) is a branch of philosophy which deals with human action. On the other hand Ome and Aman (2004) argue that ethics is annonative science of human conduct and basically evaluates human action. But, Hornby (2002) further adds that ethics could comprise normative principles which not only control but also influence the behaviour of individuals.

A common aspect of ethics is morality which deals with good or bad conduct although emphasis is laid on what ought to be done. Examination malpractice thus, falls within these ethical dimensions. In Nigeria, there is well established constitution and elaborate laws that spell out what ought to be done and the consequences that may arise in case of any form of violation. Such concern with solution to any ethical violation is grounded in Thomas Hobbes’ (1946) theory of ‘State of Nature” which explains that before the formation of an organized society, human beings did not have any set of laws, or any sense of authority, morality or justice (cf. David B. Ingram and Jennifer A. Parks, 2002). This clearly points out that there was no sense of progress because morality is at the centre of civilization and social development. In education and discussion of examination malpractice, morality is about the conduct of teachers, parents, examiners and law enforcement agents who need to be positively involved in dissuading candidates from any form of examination malpractice (Odia Ochuko 2011:196). And any involvement in this vice is a clear reflection of the moral decadence of the extended democratic Kenyan society. In most cases nevertheless, the culprits who are involved in examination malpractice are attracted by their own material gains and are not concerned about the harm that they are causing to others. Examination malpractice as it were falls short of Kant’s Categorical imperative where he notes that one should engage in an action that he or she can recommend to be embraced by others( vide Odia Ochuko 2011:197). And, in any case, a culprit caught in this misconduct will try all means available to free him or herself from this heinous exercise which explains clearly a deficiency in moral values.

**2.2 THEORETICAL FRAMEWORK**

**Interference-Deficit model by Musch & Brother (1999).**

The interference model portrays the examination-anxious student as one who knows the course material, but forgets all that he has learnt during examination thereby failing to recall already learnt material (Hembree, 1990). This theory further states that students with high levels of examination anxiety tend to divide their attention between task (test-taking) demands and negative self-preoccupations (worry and emotions) under examination conditions hence performance is interfered with. The poor academic performance of highly anxious students was, therefore, seen as a consequence of this interference by negative thoughts and emotions during examinations. On the basis of this model, examination anxiety reduction counsellling techniques are applied on students who show high levels of anxiety. The deficit model of examination anxiety, on the other hand, accounts for low academic performance of highly anxious students in terms of insufficient knowledge of the course material due to poor study habits and the metcognitive awareness of this lack of knowledge of subject matter during examinations. Thus, the thrust of the deficit theory is that poor academic performance is traceable to inadequate mastery of course material rather than interference in recalling material that has been thoroughly learned. The deficit-interference model does not consider either of the two models (interference and deficit) as mutually exclusive. The two models are seen to be complementary rather than contradictory. The present study is anchored on the deficit model. It considers the examination anxious student as one who does not study adequately for examination hence he or she looks for the easy way out. In other words, the tendency to engage in examination malpractices is premeditated and planned for. This agrees with the attitudinal theory of Reasoned Action, and Planned Behaviour. There is a link between attitude, intention and behaviour as far as engaging in examination malpractices is concerned. Positive disposition towards examination malpractices leads to the intention to engage in the act which in turn triggers the planning for the cheating behaviour during examinations.

**Person-Centered Theory**

This theory focuses on the human interaction between the counselor and the client. Rogers (1980) called it the Person centered theory in order to suggest that his principles extended beyond the client-therapist relationship to encompass all human interaction. The current person-centered theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit. The student will drive towards growth, health and adjustment (Makinde, 1984). The model assumes that human interaction is only possible when certain conditions prevail. In the case of guidance and, these conditions should prevail in the counsellor’s demonstration in the counsellor-client orientation. According to Omulema (2000), these conditions include counselor’s demonstration of empathy, unconditional positive regard and warmth to the client. He notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems. Guidance and programme that lacks these characteristics culminate into poor performance of students in school. When a counsellor communicates the above conditions, those being helped will become less defensive and more open to themselves and their world and they will behave in more social and constructive ways. Many students harbor feelings of failure in academics and thus have low self esteem, but a counsellor is able to counter the feelings by working towards fostering the students, capacity to hope and believe that they are capable of overcoming academic failures they are experiencing and even end up performing their best potentialities. A conducive environment for the student should be provided and teachers should provide room for self-actualization by being friendly, loving, competent and responsible. Teacher counsellor should also help the student set goals and allow positive self recognition after attaining set goals and aspirations that will boost success in academic performance. Therefore, a good environment should be created by teacher counsellor.

**2.3 EMPIRICAL REVIEW**

Okechukwu (2002) in the research work entitled ‘Strategies for Curbing Examination Malpractice in Senior School Certificate Examination in Anambra State, observed that, adequate arrangements were not usually made to ensure both the security of the question paper and their arrival in good time at various designated examination centres. The data collecting instrument was a 40 item questionnaire developed by the researcher. The questionnaires were administered to a total of 768 respondents, made up of 35 national and international staff of the West African Examinations Council and 733 tutorial staff of sampled secondary school students in Anambra State. While frequencies and means were used to provide answers to the research questions, z-test statistics was used to test the hypotheses. The researcher went further to state that , there is a strong indication that those appointed as invigilators and supervisors lack proven integrity, thus, examination malpractice becomes the order of the day. Again, it was noted by the researcher that examinations in some places are conducted in over-crowded halls. To guide the researcher in carrying out the work, five research questions and five null hypotheses were formulated. The researcher recommended that WAEC should make effort to secure its examination materials, provide adequate logistics, ban the registration of external candidates in school examinations and then train and employ credible supervisors. The researcher stated further that centres should be created on merit, examination laws should be functional and then good morals should be inculcated in students. Despite the work of Okechukwu, the need to carry-out the current work on the innovative strategies for curbing examination was inevitable, considering the fact that examination malpractices are getting more sophisticated by the day. While Ikechukwu’s study was centered on the strategies for curbing examination malpractice in Anambra State alone, this study is about the Innovative Strategies for curbing examination malpractice in Nigeria using Kaduna State as a case study. Innovative strategies are those new methods employed to identify and combat the new and remote tides of examination malpractices. As the menace of examination malpractice becomes more scientific, there is need to also change the approach of combating which is the basis for this study and which Ikechukwu’s work could not address.

Nwankwo (1997) in a research work entitled ‘School predisposing Factors in Examination Malpractice’ submitted that factors that encourage malpractices vary. Most of them have to do with psychological and social dispositions of the students to obtain high grades and avoid failure. The researcher further stated that solving this problem is dependent on teachers and student. To address the problem, four research questions were used to guide the researcher. A 50 item questionnaire was administered to 920 students and 72 teachers of Anambra State for the study. The researcher then opined that examination malpractice can be eradicated in Anambra State Secondary Schools if teachers are given adequate remuneration. Encouraging good behaviours among students in order to instil confidence in them could also aid in controlling the menace. Nwankwo, just like Ikechukwu narrowed his work to Anambra State alone and the various methods of malpractice highlighted in work have been over taken by new methods, thus the need for the current research.

Uzoigwe (2007) in a paper entitled “Corruption in Education and Assessment Systems: The WAEC experience in Nigeria,” mentioned the trend of incidences of examination malpractices in WASSCE for School Candidates’ and Private Candidates’ Examinations in Nigeria, between 2000 and 2005. In the paper, Uzoigwe stated that for a very long time the West African Examinations Council was a lone voice in the fight against examination malpractice in Nigeria. Uzoigwe stated that the situation has however, shown tremendous improvement as government (States and Federal) and other stakeholders have not only expressed concern over the problem but have indeed taken laudable steps to further the fight against it. Uzoigwe enumerated the various efforts put in place by WAEC in curbing examination malpractices to include: 1. Public Enlightenment: The current awareness in the country today on the evils of examination irregularity/malpractice is attributable to the campaign launched by WAEC in 1984. The campaign has indirectly given birth to today’s Examination Ethics crusade in the country. 2. Information to Candidates: The Council publishes in book form and also on its website, the rules and regulations guiding its examinations. These give details of the various offences and the sanctions applicable to them. 3. Sensitization of Government/Stakeholders: The Council, as a matter of policy, avails the government and stakeholders of decisions taken on reported cases of malpractice by its appropriate Committees. 4. Sanctions: The Council promptly sanctions candidates caught cheating in its examinations and reports teachers and other operatives to their employers for appropriate sanctions. Any staff of Council found to have been involved in examination irregularity/malpractice is regarded as a security threat and is summarily dismissed. Tables 3 and 4 in Appendix 5 and 6 contain sanctions applied for May/June and November/December WASSCE respectively between 2000 and 2005. 5. Embossment of Certificates: The Council introduced photo-embossed certificates to reduce the incidence of impersonation in its examinations. 6. Use of Security Bags for the collection of Security Materials: Question papers are collected by supervisors in locked-up security bags to which they do not have the keys. One set of the key is kept by the WAEC staff at the custodian point where question papers are collected while the other set is kept by the schools’ examination officers at the point of delivery to the school centre. 7. Mounting of Anti-Malpractice Billboards: Anti-malpractice billboards are mounted in vantage positions throughout the country to increase public awareness of the ills of examination malpractice. 8. In-house Security Measures: (i) The Council has created the Post-Examination Department to handle cases of irregularity and malpractice in its examinations; (ii) Newly recruited officers of Council are administered with Oaths of Secrecy on assumption of duty; (iii) The Council has developed security regulations which are reviewed periodically and made available to officers for proper guidance. Any breach of any of the regulations is promptly sanctioned. 9. Delivery of Examination Materials: The delivery of question papers and other examination materials to custodian points/distribution centres is done on daily basis and by senior officers of the Council. The custodian points/distribution centres are also manned by senior officers. 10. Examination Centre Supervisors: The examination centre supervisors are swapped on daily basis to guard against undue familiarity with and influence from the schools.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

 In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**3.3 POPULATION OF THE STUDY**

 According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

 The focus of this study is to examine curbing malpractice in examination; the antidote for a sane society using five(5) selected secondary schools in Ikeja Lagos State as case study. Teachers of the selected secondary schools form the population of the study.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of all the entire population of Teachers in the selected schools in Ikeja Lga , the researcher conveniently selected 36. Thus 36 teachers were selected as the sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section inquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analyzed using simple percentage, mean and standard deviation which provided answers to the research questions.

In analyzing data collected, mean score was used to achieve this. The four points rating scale will be given values as follows:

SA = Strongly Agree 4

A = Agree 3

D = Disagree 2

SD = Strongly Disagree 1

**Decision Rule:**

To ascertain the decision rule; this formula was used

|  |
| --- |
| 4+3+2+1 =10**= 2.5** 4 4 |

Any score that was 2.5 and above was accepted, while any score that was below 2.5 was rejected. Therefore, 2.5 was the cut-off mean score for decision taken.

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

The study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of thirty-six (36) questionnaires were administered to respondents of which only thirty (30) were returned and validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 30 was validated for the analysis.

**4.1 DATA PRESENTATION**

**Table 4.2: Demographic profile of the respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| **Gender**Male |  |  |
| 17 | 56.7% |
| Female | 13 | 43.3% |
| **Age** |  |  |
| 20-25 | 9 | 30% |
| 25-30 | 8 | 26.7% |
| 31-35 | 6 | 20% |
| 36+ | 7 | 23.3% |
| **Marital Status** |  |  |
| Single  | 19 | 63.3% |
| Married | 11 | 36.7% |
| Separated | 0 | 0% |
| Widowed | 0 | 0% |
| **Education Level** |  |  |
| WAEC | 0 | 0% |
| BS.c | 25 | 83.3% |
| MS.c | 5 | 16.7% |
| MBA | 0 | 0% |

**Source: Field Survey, 2021**

**Question 1:** What are the causes of examination malpractice in Nigeria

**Table 4.3:** Respondent on question 1

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A 3** | **D 2** | **SD 1** | **X** | **S.D** | **DECISION** |
| 1 | Fear of failure | 10 | 8 | 5 | 7 | 2.84 | 2.7 | Accepted |
| 2 | Craze for certificates | 14 | 10 | 4 | 2 | 3.1 | 3.2 | Accepted |
| 3 | Pressure from teachers | 12 | 10 | 5 | 3 | 3.1 | 3.03 | Accepted |
| 4 | Lack of adequate preparation | 10 | 8 | 3 | 9 | 2.81 | 2.63 | Accepted |

**Source: Field Survey, 2021**

 In table above, item1 with mean response of 2.7 accepted that Fear of failure . Item 2 with mean score of 3.2also accepted that Craze for certificates. Item 3 with mean score of 3.03 Pressure from teachers. Item 4 with the mean score of 2.63 also accepted that Lack of adequate preparation are some of the perceived causes of examination malpratice. Item 1,2,3,4 have mean scores above 2.50. This indicates that respondents accepted in all the items on the causes of examination malpractice

**Question 2:    What is the effect of examination malpractice on the society and the image of Nigeria educational sector abroad**

Table 4.4: respondent on question 2

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A 3** | **D 2** | **SD 1** | **X** | **S.D** | **DECISION** |
| 1 | Lack of confidence | 14 | 9 | 7 | 4 | 3.2 | 3.36 | Accepted |
| 2 | Luring of students into other vices | 13 | 10 | 2 | 5 | 3.01 | 3.03 | Accepted |
| 3 | Irreversible loss of credibility | 12 | 13 | 2 | 3 | 3.1 | 3.13 | Accepted |
| 4 | Discouragement of students from hardwork | 13 | 4 | 10 | 3 | 2.9 | 2.9 | Accepted |

**Source: Field Survey, 2021**

 In table above, item1 with mean response of 3.36 accepted that Lack of confidence . Item 2 with mean score of 3.03 also accepted that Luring of students into other vices. Item 3 with mean score of 3.13 accepted Irreversible loss of credibility Item 4 with the mean score of 2.9 also acceptedDiscouragement of students from hardwork. Item 1,2,3,4 have mean scores above 2.50. This indicates that respondents accepted in all the items on the table are effects of examination malpractice.

**Research Question 3:   What is the impact of curbing examination malpractice on the society and development of Nigeria**

Table 4.5: respondent on question 3

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A****3** | **D****2** | **SD****1** | **X** | **S.D** | **DECISION** |
| 1 |  Restores self confidence in students | 14 | 6 | 7 | 3 | 3.0 | 3.03 | Accepted |
| 2 | Graduating of well trained and seasoned students | 13 | 7 | 8 | 2 | 3.0 | 3.03 | Accepted |
| 3 | Restoration of credibility in the education sector | 15 | 3 | 5 | 7 | 2.93 | 2.86 | Accepted |
| 4 | Promotion of hardwork | 12 | 10 | 5 | 3 | 3.1 | 3.2 | Accepted |

**Source: Field Survey, 2021**

In table above, item 1 with mean response of 3.03 accepted that Restores self confidence in students . Item 2 with mean response of 3.03 accepted that Graduating of well trained and seasoned students. Item 3 with mean response of 2.93 also accepted that Restoration of credibility in the education sector. Item 4 with mean response of 2.61 accepted thatPromotion of hardwork. Item 1, 2, 3, 4 all have mean scores above 3.05. This indicates that respondents agreed on item 1to 4 on the impacts of curbing examination malpractice in the society.
.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 SUMMARY**

 In this study, our focus was to to examine curbing malpractice in examination; the antidote for a sane society. Our research took place in Ikeja Local Government Area of Lagos State, using 5 selected secondary schools in as a case study**.** The study specifically was aimed at examining the causes of examination malpractice in Nigeria,   Find out the effect of examination malpractice on the society and the image of Nigeria educational sector abroad, and examine the impact of curbing examination malpractice on the society.

This study used Interference-Deficit model by Musch & Brother (1999) for its research. The interference model portrays the examination-anxious student as one who knows the course material, but forgets all that he has learnt during examination thereby failing to recall already learnt material (Hembree, 1990). This theory further states that students with high levels of examination anxiety tend to divide their attention between task (test-taking) demands and negative self-preoccupations (worry and emotions) under examination conditions hence performance is interfered with. The poor academic performance of highly anxious students was, therefore, seen as a consequence of this interference by negative thoughts and emotions during examinations. On the basis of this model, examination anxiety reduction counsellling techniques are applied on students who show high levels of anxiety. The deficit model of examination anxiety, on the other hand, accounts for low academic performance of highly anxious students in terms of insufficient knowledge of the course material due to poor study habits and the metcognitive awareness of this lack of knowledge of subject matter during examinations. Thus, the thrust of the deficit theory is that poor academic performance is traceable to inadequate mastery of course material rather than interference in recalling material that has been thoroughly learned. The deficit-interference model does not consider either of the two models (interference and deficit) as mutually exclusive. The two models are seen to be complementary rather than contradictory.

The present study is anchored on the deficit model. It considers the examination anxious student as one who does not study adequately for examination hence he or she looks for the easy way out. In other words, the tendency to engage in examination malpractices is premeditated and planned for. This agrees with the attitudinal theory of Reasoned Action, and Planned Behaviour. There is a link between attitude, intention and behaviour as far as engaging in examination malpractices is concerned. Positive disposition towards examination malpractices leads to the intention to engage in the act which in turn triggers the planning for the cheating behaviour during examinations. This theory is relevant to this study because students’ anxiety is one of the factors that causes examination malpractice. Students anxiety can be appropriately dealt through counselling, peptalks, coaching and and adequate preparation for the exams. One of the ways to curbing examination malpractice is by controlling anxiety in students.

 The study adopted the survey research design and conveniently enrolled participants in the study. A total of 36 responses were received and validated from the enrolled participants where all respondent are drawn from the staff of the five sampled secondary schools in Ikeja, Lagos State.

**5.2 CONCLUSION**

Based on the finding of this study, the following conclusions were made:

Fear of failure is one of the factors that leads to examination malpractice as students do not want to repeat a class or be seen as failures.

Craze for certificates is notorious in our society. The society believes that one without a certificate is a failure and thus the quest for certificates leads to examination malpractice. Other factors that leads to examination malpractice are;

1. Pressure from teachers
2. Lack of adequate preparation

The effects of examination malpractice on the society are;

**Lack of confidence**: examination malpractice leads to lack of self confidence in students as they believe without cheating, they wont succeed.

**Luring of students into other vices;** examination malpractice leads students into other vices such as stealing, prostitution, drinking and smoking. Other effects of examination malpractice are:

Irreversible loss of credibility, discouragement of students from hardwork etc.

The impacts of examination malpractice are:

 Restores self confidence in students, graduating of well trained and seasoned students, restoration of credibility in the education sector and promotion of hardwork.

**5.3 RECOMMENDATIONS**

In the light of the findings and conclusions, the following recommendations are hereby proposed:

* Students should not be left without any direction or pushed too hard and too far by parents to achieve the desires of such parents. This often makes the candidates to do courses that they cannot cope with, are not interested in, or may not be beneficial to them.
* Truancy and absenteeism; students should be adequately prepared for examinations and should be encouraged to always be in school for studies. It is natural that when a student does not attend lecture(s), there is no miracle that will make him or her pass, except if he or she indulges in examination malpractice.
* Students should be properly taught and lazy teachers should be removed from schools. Some school teachers are either lazy or indulged in their private practices when they are supposed to be teaching their students and thus, put in grossly inadequate time in teaching/coaching their students. When the time for examination comes, in order for them to preserve their jobs and also uphold the name of their schools, such teachers tend to resort to examination malpractices.
* Governments and schools should ensure they have basic teaching and learning facilities Poor state of infrastructure in schools is another cause of examination malpractice. Where a school lacks such basic facilities such as classrooms, laboratories, libraries and other vital equipment and facilities, teaching and learning cannot be carried out effectively.
* Long periods in which schools are closed due to strikes by teachers could also result in examination malpractice. When schools are closed, student are compelled to go back to their various homes and either roam the street, stay idle or engage in nefarious activities. During examination, such students may not be able to recall what they had learnt and the best bet for them is to participate in examination malpractices.
* Admission and promotion policies by schools should be reviewed. Admissions should be given to students based on merit. In the same vein, students should be promoted from one class to another without recourse to partiality.,
* Inadequate staffing of schools is another major reason why students cheat in examinations. Schools should be adequately staffed in other for students to learn and understand any subject matter.

 Poor attitude of students towards their studies resulting in non-preparation for examination can also cause examination malpractice and should be checked. A student, who failed to study hard when he or she has examination to write, will always get involved in examination malpractice in order to pass such examination(s)

**REFERENCES**

Act 33 of the 1999 Constitution of the Federal Republic of Nigeria as Amended. Adewale, G. (2014). Examination Malpractice: A Stigma on School Effectiveness in Nigeria. Https://www.unilorin.edu.ng

Adegbola, O. (1998), “Some implications of the result of 1991 populaion census of Nigeria for development and the environment,” Paper presented at the International Conference on Census 1991, Abuja, March, 19-22.

Aja, D.S. (2010), “Boy-child school drop-out factors in Southeast Nigeria,” Sustainable Human Development Review, 2 (3&4): 65-74.

Akanni, O. O., & Odofin, B. (2015). Reducing Examination Malpractices in Nigerian Schools through Effective Continuous Assessment (C. A.) Techniques as an Alternative to One Shot Examination in Osun State, Nigeria, American Journal of Educational Research, 2(1), 91–101.

Akaranga, S. I., & Ongong, J. J. (2013). The phenomenon of Examination Malpractice: An Example of Nairobi and Kenyatta Universities, Journal of Education and Practice, 4(18), 87 – 96.

Aminu, M. (2009), “Nigeria: Skill Acquisition Program a Potential Boost for Labour Market,” Retrieved on 26/10/21 from http://www1.astd.org/Blog/post/Nigeria-Skill-Acquisition-Program-a-Potential-Boost-for-Labor-Market.aspx

Anzene, S. J. (2014). Trends in Examination Malpractice in Nigerian Educational System and its Effectson the Socio-Economic Development of Nigeria, Asian Journal of Humanities and Social Sciences, 2(3), 1 – 8.

Atubi, A.O. and Ali, A.O. (2009), “Motorcycle taxis in Enugu: Implications for development,” Sustainable Human Development Review, 1(4): 133-148.

Awambor, M (2004). Examination Malpractice and our future as a nation. www:techinceptions.com

Bandele, S. O. (2005). Lecturing Examination and Legal Issues in the University System. Paper Presented at the One-day Seminar on Ethics and Accreditation held at the University of Ado-Ekiti, Nigeria on Monday, 16th May 4-6.

British Council (2009), “Next Generation Nigeria - ‘Dividend or Disaster’” Available at http://nigeriannewsservice.com/archive/news-blocks/report-sees-demographic-disaster-in-nigeria-unless-it-creates-jobs-for-young-people Retrieved Novembetrr, 2021.

Dike, V.E. (2005). Values Education and National Development, Retrieved from: http://www.nigerianvillagesquare.com/content/view/0132/55.retrieved24/4/2008

Emaikwu, S. O. (2012). Assessing the Impact of Examination Malpractices on the Measurement of Ability in Nigeria, International Journal of Social Sciences& Education, 2(4), 748 – 757.

Eze, H. (2012). Examination Malpractice in Nigeria. www: nigeriaworld.com/articles/2012 Cross River University of Technology Students‟ Handbook 2014. Calabar

George, I. N., & Ukpong, D. E. (2013). Contemporary Social Problems in Nigeria and its Impact on National Development: Implication for Guidance and Counseling Services, Journal of Educational and Social Research, 3(2), 167 – 173.

 Ijaiya, M. N (2004) Checking Examination Malpractice in Nigerian Schools. www://research-education-edu.blogspot.com. July 13, 2009 National Universities Commission Benchmark Minimum Academic Standards 2011 www.academia. edu Oduwaiye, R. O.(2014) Students‟ Perception of Factors and Solution to Examination Malpractices in Nigerian Universities: A case study of the University of Ilorin. www.academia.edu

Jimoh, B. O. (2009). Examination Malpractice in Secondary Schools in Nigeria: What sustains it?, European Journal of Educational Studies, 1(3): 101 – 108.

Nnam, M. U., & Inah, A. F. (2015). Empirical Investigation into the Causes, Forms and Consequences of Examination Malpractice in Nigerian Institutions of Higher Learning, International Journal of Novel Research in Humanity and Social Sciences, 2(1), 52 – 62.

Ojonemi, P. S., Enejoh, W., Enejoh, A., & Olatunmibi, O. (2013). Examination Malpractice: Challenges to Human Resource Development in Nigeria, International Journal of Capacity Building in Education and Management, 2(1), 91 – 101.

Olanipekun, O. 2013; Trends in Examination Malpractice in Nigerian Educational System. www:ajhss.org. Onyechere, J. (2004). Consequences of Examination Malpractice. www.ajol.info/index Oxford advanced learners dictionary (2000)

Olushola, A. (2006). Advocates of Examination Malpractice. Retrieved February, 13, 2011 from: http://ezinearticles.com/?Advocates-of-Examination-Malpractice&id=292923

Onuka, A. O. U., & Durowoju, E. O. (2013). Stakeholders’ Role in Curbing Examination Malpractice in Nigeria, International Journal of Economy, Management and Social Sciences, 2(6), 342 – 348.

Onyibe C.O., Uma U.U & Ibina, E. (2015). Examination Malpractice in Nigeria: Causes and Effects on National Development, Journal of Education and Practice, 6(26), 12-17

Oredein, A. O. (2006). Checking Examination Malpractice in Nigerian Schools. Retrieved from:

Petters, J. S., & Okon, M. O. (2013). Students’ Perception of Causes and Effects of Examination Malpractice in the Nigerian Educational System: The Way Forward for Quality Education. Retrieved from: www.sciencedirect.com/science/article/pii/S187704281305310X The CWO Voice (06/04/2010). Exam Malpractice: Implication for National Development. Retrieved from http://news2.onlinenigeria.com/news/General/5692-exam-malpracticeimplication-for-national-development.html The Examination Malpractice Act (1999), Nigeria. www.naere.org.ng/journal/checking\_Examination\_malpractice\_nigerian\_schools.pdf

Uzoccukwu, Mike. (2015) Examination Malpractice and Causes. http://uzochukwumike.Hubpages. com June 16, 2015 West African Examination Council (WAEC) Publication on Examination Malpractice (2003). www://naija.com.Adesina, S. (1990). Changing Phenomenon of the Nigeria Educational system, Education and Manpower Vanguard, Thursday, 19th December, 22.

**APPENDIXE**

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE(S) ON A QUESTION.**

**SECTION A**

**PERSONAL INFORMATION**

Gender

Male ( )

Female ( )

Age

20-25 ( )

25-30 ( )

31-35 ( )

36+ ( )

Marital Status

Single ( )

Married ( )

Separated ( )

Widowed ( )

Education Level

WAEC ( )

BS.c ( )

MS.c ( )

MBA ( )

**SECTION B**

***Note: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)***

**Question 1:** What are the causes of examination malpractice in Nigeria

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** | **A**  | **D**  | **SD**  |
| 1 | Fear of failure |  |  |  |  |
| 2 | Craze for certificates |  |   |  |  |
| 3 | Pressure from teachers |  |  |  |  |
| 4 | Lack of adequate preparation |  |  |  |  |

**Question 2:** What is the effect of examination malpractice on the society and the image of Nigeria educational sector abroad

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** | **A**  | **D**  | **SD**  |
| 1 | Lack of confidence |  |  |  |  |
| 2 | Luring of students into other vices |  |  |  |  |
| 3 | Irreversible loss of credibility |  |  |  |  |
| 4 | Discouragement of students from hardwork |  |  |  |  |

 **Research Question 3:** What is the impact of curbing examination malpractice on the society and development of Nigeria

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** | **A** | **D** | **SD** |
| 1 |  Restores self confidence in students |  |  |  |  |
| 2 | Graduating of well trained and seasoned students |  |  |  |  |
| 3 | Restoration of credibility in the education sector |  |  |  |  |
| 4 | Promotion of hardwork |  |  |  |  |