

THE INFLUENCE OF EXAMINATION MALPRACTICE ON
STUDENTS ACADEMIC ACHIEVEMENTS IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE

BY

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EDU0901683

DEPARTMENT OF EDUCATIONAL STUDIES

AND MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

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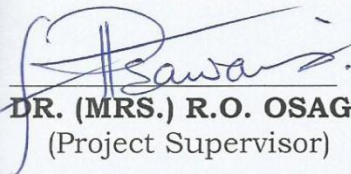
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A PROJECT RESEARCH SUBMITTED TO THE DEPARTMENT OF
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FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE BACHELOR OF SCIENCE (EDUCATION) IN
ECONOMICS AND STATISTICS

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CERTIFICATION

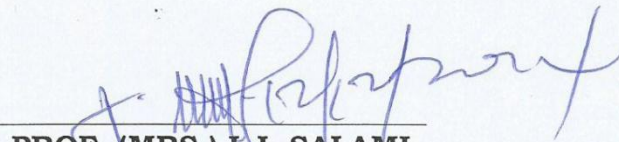
We the undersigned certify that this research project carried out by **Oseji Chibuzor Irene** in the Department of Educational Studies and Management, Faculty of Education, University of Benin, Benin City is adequate both in scope and quality, in partial fulfilment for the award of Bachelor of Science degree in Economics and Statistics Education.


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DEDICATION

This research work is dedicated to God Almighty God for His never ending mercies, sustaining grace, abundant goodness and favour he has bestowed on me during my academic pursuit and throughout my stay in this great citadel of learning.

To my wonderful mother Mrs. Juliet Oseji (J.P) who single handedly saw to my education, for her advice and support, encouragement, love, care and ceaseless prayers.

ACKNOWLEDGEMENT

The researcher humbly wishes to express her wholeheartedly and sincere gratitude to all who played immensely significant roles in the actualization of this goal.

The researcher is grateful to God Almighty for His never ending mercies, sustaining grace, abundant goodness and favour bestowed upon her during her academic pursuit.

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ABSTRACT

This research was designed to investigate the influence of examination malpractice on student's academic achievements in secondary schools in Egor Local Government Area of Edo State. The study consists of all the public secondary schools in Egor. Five secondary schools were used and hundred respondents were selected from the schools which were used in this study, using the sample random sampling techniques.

The structured questionnaire containing twenty questions were used to elicit relevant information from respondents. The content validity of the reliability was established using the test-retest method. The simple percentage was used in working out of the frequency counts of the responses on the students.

Findings were presented on tables and analyzed so as to test each of the earlier stated research questions.

Based on the responses collected, the researcher found out that one major cause of examination malpractice in the schools was indiscipline among students; other important causes include the non implementation of the examination decree and the lack of effective supervision during examination by all means. Lack of qualified teachers in some subject areas was also identified. It therefore recommended that examination like every other evil in the society cannot be fully wipe out. However, the act can be reduced to the bearest minimum through educational enlightenment programmes that will create a forum for instilling honesty, dedication and fair play by all and sundry,

especially among youths. Also, cumulative assessment records of every subject or course should be kept in line with the National Policy on Education. Students' cumulative scores should account for about fifty percent (50%) of the final grading. This will make students less anxious about examination and subsequently reduce the rate of examination malpractice.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education in the general sense covers the whole life of an individual from birth till death or from cradle to grave that shows that education is as old as man. 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. In the Nigerian school system, various forms

of examinations are noticed. These are the entrance examinations, the terminal and promotion examinations, the senior school certificate examination and the degree or diploma examinations. Students are required to pass any forms of examinations they partake in, but these days students, now find various means of achieving success in these examinations and one of such ways is by cheating in examinations.

The incident of examination malpractice has witnessed increasing trends and this is due to candidate's fear of failure, lack of confidence, inadequate preparation, laziness and most of the time inability to apply themselves to the task which they have come to do both in secondary and in higher institution.

Various forms of examination malpractice includes smuggling cribs textbooks into the halls, collusion and attempts to copy from other candidates work, sophisticated method such as the use of contractors, impersonation, dubbing, bullets or missiles etc are used. According to Onyechere (2004), it is almost a routine for students to cheat in both internal and external examinations, what makes the matter intractable is the role played by adult agents or collaborators

The effects of examination malpractice are innumerable, starting from the individual to the society at large. As a result of the doubts and subjectiveness of examinations in the minds of employers of labour, little or no confidence is vested in Nigeria

graduates, it has been discovered that graduates in Nigeria perform below expectation when it comes to the application of knowledge in relation to their certificates thereby destroying educational system of instructing and training the young people on how to develop and use their mental, moral and physical power. This has serious social, economic, political consequences not just for a country but the world at large. The country is bedeviled with social and economic ills such as cultism, moral decadence, embezzlement, social injustice, corruption, and so on. It has become a society where the custom is to decorate miscreants, knaves, scam artists and violators of national trust with national honors and appoint them to exalted public offices (Ndibe, cited in Ojeikere, 2004). Many

educationists have written and suggested ways of tackling this problem; others have suggested a total revaluation and overhauling of our educational system. Despite all these, the problem of examination malpractice is still lingering and increasing on geometric progression, but how can students, teachers and others shun examination malpractice when they “see criminals being set free through legalisms and court room gymnastics or worse, through wretched and criminal influence peddling?” (Aminu, 2006). There are certain truths that every student needs to be reminded of from time to time and the consequence of examination malpractice is one of them. Every effort must be made to stop it as quickly as possible before it becomes a serious epidemic in the society. Something

must be done to save the falling standard of education if the international community is to regain confidence in the quality of our graduates. Educational system must rise above moral decadence since it holds the only hope or transformation of the youths and for the future of political, social and economic sanity.

Statement of the Problem

From the background of the study, it can be seen that the occurrence of examination malpractice at any level of educational stratum possess the greatest threat to the validity and reliability of any examination and consequently to the authenticity and recognition of certificate issued.

Nigeria is a country where mediocrity, laziness and other vicious practices are rewarded in the sense that majority of Nigerians competes viciously for recognition and the control of power, economic, social terrain. Many people do not want to vigorously and conscientiously labour before they assume wealth or acquire the comfort in life. The upsurge of examination malpractices has reduced the validity of certificates awarding by examining bodies such as West Africa Examination Council (WAEC) etc.

The lack of confidence as a result of inadequate preparation, peer influence, societal influence, parental support and poor facilities in schools are some of the factor responsible for

examination malpractices. All these pave way for examination malpractice resulting to improper assessment of student's academic achievements in schools.

The study however is to examine the influence of examination malpractice on student's academic achievements in some selected secondary schools in Egor Local Government Area of Edo State, Nigeria.

This researcher believes that the society should dig deep into the roots of examination malpractices with a view to eradicating it instead of adopting a fire fighting approach to reduce the problem. The study therefore intends to examine the influence of examination malpractice on student's academic

achievements, how the various forms of examination malpractice affect student's academic achievements, with a view of proffering positive ways of reducing them.

Research Questions

For the purpose of investigating the research problem, the following questions were raised:

1. What is Examination Malpractice?
2. What are the causes of Examination Malpractices?
3. What are the strategies or methods of cheating in Examination?
4. What are the effects of Examination Malpractices?

5. What are the possible solutions to the problem of Examination Malpractice?

Purpose of the Study

Since examination malpractice has adversely affected not only our educational system but our nation as a whole, education in Nigeria at all levels has witnessed a lot of traumatic crises in curbing examination malpractices. Several attempts have been made at various times to address this ugly trend, but all attempts seem to have failed. Hence the purpose of this study is to look at the prevalence of examination malpractice in the secondary school level and analyse important aspects of examination malpractices and specifically this term seek to:

- (1) *Identify the remote causes of examination malpractice.*
- (2) *Measure the extent teachers; students and even the society are involved in examination malpractice.*
- (3) *Examine the tactics and strategies adopted by students to cheat in examination.*
- (4) *To identify the reasons why students indulge in such practices.*
- (5) *To determine the influence of such malpractice on students, teachers, parents and their immediate and future effects of examination malpractices on the society in general.*

(6) The implication of examination malpractice in national development.

(7) Suggest possible solution for curbing this undesirable behaviour.

Significance of Study

The significance of this study cannot be over emphasized, in that in the completion of this finding will not only expose the extent to which students, teachers, parents and examination bodies are involved in examination malpractice but will also suggest some remedies or lasting solution to this academic dishonesty. This study is also expected to help school

administrators, teachers and guidance counselors to curb or control cheating behavior in schools.

More so, it will help the curriculum planners in Nigeria to protect the integrity of examination. It equally serves as guidance to both parents and students; by guiding the parents in the up-bringing of their children as regards examination malpractices, the implications and after effects of it and the roles that both the parents and students should play in respect of its avoidance.

In addition, this study will expose focus and tricks of examination malpractices in our schools. This research work will help the researcher as a future tutor to be on guard and school

teachers or administrators as well as the government to adjust for proper and smooth conduct of examination to avoid malpractices. Furthermore, it will stimulate and provide basis for further study, thereby providing better understanding of the effects of examination malpractices.

The findings if properly embraced would have a very important implication for the proper adherence to the moral principles guiding the conduct of examination in both lower and higher levels in the country.

Scope and Delimitation of the Study

The scope of this research is limited to five randomly selected secondary schools in Egor local Government Area of Edo

State. This sample is taken from the following schools: Edo Boy's High School, Iyoba Senior Girl's College, Government Science and Technical College, Eweka Grammar School and Uselu Senior Secondary School.

In carrying out this research work, a number of constraints were encountered. There was inadequate time to go round the schools since the researcher was also partaking in undergraduate lectures.

Another problem encountered is the distribution of questionnaires; most students felt that examination malpractice is normal and there is no means of eradicating it.

The cost of producing the questionnaires also posed a problem. There were difficulties also arising from inadequate transportation to mention but a few.

Operational Definition of Terms

Examination: A written exercise, oral question or practical tasks, set aside to test candidates knowledge and skills. It is a determinant of a learner's strength and weakness necessary for his/her academic adjustment and work life.

Test: Refers to a standard set of items or questions to be answered

Assessment: Is the process of gathering information about the student's ability or behavior for the purpose of making informed decision about the student

Malpractice: It is an action of a person contrary to laid down conventions or norms either deliberately or inadvertently to get something done or it is any act of wrong or neglect that contravenes the rules of acceptable practice before, during and after any examination.

Local Government Area: A group of towns or village delimited as a result of local edict no 13 of 1976.

Education: The process and product of transmitting what is worthwhile to those who are committed to it, be they children or adults.

Investigate: To inquire into a situation or problem thoroughly or to examine systematically in order to discover the truth.

Invigilator: (in a college or university) a supervisor or monitor who invigilates examinations and enforces discipline.

Impersonate: The act of writing an exam for another or representing a candidate in the examination hall.

Certificate: An official document attesting the truth of the facts stated in completion of an academic course

Eliminate: The act of removing, destroying or stopping something from reoccurring.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature review will be discussed under the following headings:

- *What is Examination and why Examination.*
- *Origin of Examination Malpractice.*
- *The Concept of examination malpractice.*
- *Definition of Examination Malpractice.*
- *The remote causes of examination malpractice.*
- *Techniques or strategies of Examination Malpractice.*
- *The agents of examination misconduct.*

- *Implication of examination malpractice in national development.*
- *Possible solutions for curbing examination malpractice.*

What is Examination and why Examination

Education is the foundation upon which physical and technological developments rest. In Nigeria, education has been adopted as an instrument for national development. Therefore, governments, communities, private organizations and individuals have established educational institutions with a view of training the citizens for the development of the nation's physical and human resources. One of the objectives of education in Nigeria is

to prepare the young ones to face future challenges and develop them to meet the nation's manpower requirements.

This is in form of examination which is organized in order to evaluate, assess and test knowledge and skills. Schools need to conduct examinations as yardstick for assessment. It is the most practical way of assessment in education. Examination is a popular and essential component in teaching and learning processing in any educational system. Curricula material, specific course and teaching strategies must be appraised in relation to students learning. Hence, effective learning requires that the learner should know how he is doing and when he has achieved course objective and goals.

Examination is used to determine the level of knowledge and technical skill one has acquired in a given course of study, it could either be oral or written. It plays a crucial role in school system because in successful completion, a final school examination certificate is issued which is a passport to gainful employment and or knowledge that can carry the students through various challenges. This can be attributed to the reason why many students see the acquisition of certificates as a do or die affair, hence engaging in all forms of malpractices.

Meaning of Examination

According to Nwana (2000), Examination malpractice is described as the “massive and unprecedented abuse of rules and

regulations pertaining to internal and external examinations, beginning from the setting of such examination through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates”.

The Oxford English Dictionary, (second edition), stated “Examination is the action of testing or judging by a standard or rules”. It also means the action of investigating the nature, qualities or condition of any objective by inspection or experiment.

Origin of Examination Malpractice

Famiwole (1995) reported that the first case of examination leakage and irregularities in public examination

occurred in 1945. According to him, a Nigerian candidate has his examination cancelled because of the possession of a history note during 1948 Matriculation Examination. An earlier incident was the leakage of the Cambridge School Certificate Examination in 1914, since then, there have been several cases. However, the most widely reported cases occurred in 1963, 1967, 1970, 1973, 1974, 1977, 1979, 1981, 1987, 1991 and 1994. In the last ten years alone, the West African Examinations Council (WAEC) had to cancel the results of 814, 699 candidates in its May/June Examinations (Aminu, 2006). Also in 2005, there were widespread leakages of examination papers in Senior Secondary School Certificate Examination. Examination Council

set up a committee to look into the matters and for the first time in history, the examination regulatory body cancelled and ordered a retake of six papers while some staff was under investigation to ascertain their level of complicity. In 2007, 2046 cases of examination malpractice out of 39,462 that sat for the examination nationwide were recorded by the National Business and Technical Examinations Board (NABTEB) in May/June National Technical Certificate and National Business Certificate Examinations. The year 2008 witnessed the case of wide leakage of examination papers in the 2008 Senior Secondary School Certificate Examination (WAEC April/May 2008). Candidates were asked to rewrite those papers.

In the same year, 2008 May/June Certificate examinations of National Business and Technical Examinations Board (NABTEB) witnessed 1,469 cases of examination malpractice while 2008 November/December series recorded 4,108 cases. Also in 2009 May/June Certificate Examinations, three (3) Supervisors and one (1) Invigilator were delisted by National Business and Technical Examinations Board (NABTEB) due to their involvement in examination malpractice/fraud. In fact, out of 48,033 candidates that sat for the 2009 May/June Certificate Examinations, 2,691 cases of examination malpractice were recorded. The practice of cheating among students cuts across all levels of institution and countries of the world.

Take Nigeria for instance; because of the learning rate and offensive rapture of examination malpractices, the government has a legal document that defines the criminal status on examination malpractices. 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 secure 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”. By the above enacted decrees, one can appreciate the fact that there is an obvious

effect towards checking examination malpractices or scandals in our institutions of higher learning. The Examination Malpractice Act No. 33 of 1999 stipulates a minimum punishment of fifty thousand naira (₦50, 000.00) and a maximum of five years imprisonment, without option of fine, for violators of the offences stipulated in the Act. Although the act stipulated a maximum of five years imprisonment, with or without option of fine, nobody has so far been arraigned in court in spite of the large number caught red handed, one of the reasons why it persists is because the examination malpractices act of 1999 has not been implemented to the letter. However, even if they were prosecuted, found guilty and jailed, can that stop the

perpetrators? It may not, judging by the increasing cases of armed robbery in the country.

The researcher feels that there is need to look more closely at the perpetrators of this crime against society to identify the strongest links and the factors that encourage them, how to deal with them and cut off the link. In fact, it constitutes the most serious problem facing Nigerian education system in general and secondary education in particular. Therefore, there is need to sanitize the nation's education system by getting rid of examination malpractices.

Concept of Examination Malpractice

Examination malpractice has been seen from different dimensions by different individuals. According to Nwana (2000), Examination malpractice is described as the “massive and unprecedented abuse of rules and regulations pertaining to internal and external examinations, beginning from the setting of such examination through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates”. According to Oxford Advanced Learner’s Dictionary, examination malpractice is a wrong or illegal behavior exhibited by a person while discharging professional responsibilities. In the light of this definition, examination

malpractice is simply illegally obtaining an answer to an examination question from any other source other than the brain of the examinee.

The Student and Examination Malpractice

The design of cheating precisely is to convey a false impression to a teacher which is reflected as a grade or mark improved by cheating so that the students passes when he/she otherwise would have failed, gains an honor where he would had been rejected.

As a result of examination malpractices good result are questioned, there are stories that whenever a student particularly from a rural area appear to have extremely good

grade, his or her result is stopped on suspicion that the student cannot possibly be so good, without some cheating. Implication is that there is low regard for hard work because of irregularities. This act causes more harm than good and subsequent reduction in National productivity.

Teachers and Examination Malpractices

Examination helps the teachers assess the students to find out the extent the objective of a lesson has been achieved, but with examination malpractices, it is extremely difficult to

properly assess a student and consequently direct the student to his or her area of potentialities. To emphasize the seriousness of cheating in examinations and its implications for professionalism, Rani (2004) opines that “considering the fact that if a medical doctor makes a mistake, the patient dies, if an engineer makes a mistake, the bridge collapses, but if a teacher makes a mistake, it affects the unborn generation, showing that while the mistake of the medical doctor and the engineer have immediate repercussions, that of the teacher is eternal”

Schools or Educational System

Without a proper means of assessment and evaluation, School administration and supervision will be difficult and even

impossible, planning in education will be very difficult because it is through this assessment that curriculum planners will know the needs of the society, learner's interest and the level of education that need more attention and even make recommendations to government on how to apportion materials, finance, and other equipment to educational sectors.

The Nation and Technology Growth

Examination fraud has contributed extremely to the production of half baked graduates and subsequently, reduction in national production intensified the country as well as contributes to the general poor standard of living of most family. Considering education as the bedrock of the growth development

of any nation, it explains why the government has construed to invest huge human and financial resources in the execution of educational program that would ensure the production of skilled manpower for the realization of her developmental aspirations.

For further clarification, the miscellaneous offences decree No. 20 of 1984 describes involvement in malpractice in terms of a person who:

i. by any fraudulent trick or device or in abuse of his office or with intent to unjustly enrich himself or any other person, procures any question paper, produced or intended for use at any examination of persons;

ii. by any false pretence or with intent to cheat or secure an unfair advantage for himself or any other person procures from any other person or induces any person to deliver to himself or another person any question paper;

iii. by any false pretence, with intent to cheat or unjustly enrich himself or another person or for any other purpose whatsoever procures, sells or otherwise.

One of the problems of executing Examination Malpractice Act No. 33 of 1999 is the fact that it is often difficult to catch candidates who engage in examination malpractice because of the lack of judicial evidences. Those who may be asked to witness may not want to own up and that complicates the enforcement

of the punishment on defaulters. With the provision of this decree, government showed her concern over examination malpractices in this country at least in theory.

What is Examination Malpractice?

Examination Malpractice is not a recent phenomenon, hence several writers and commentators have attempted different definitions to our educational system. Examination malpractices have consistently remained a bane of Nigerian educational system. Most foreigners say that the academic certificates being issued to graduates in Nigeria are no more valuable than the pieces of paper on which they are printed. So what then is examination malpractice?

Nwana (2000), while discussing aberrations on the Nigerian educational system stated that examination malpractice as the massive and unprecedented abuse of rules and regulations pertaining to internal and public examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates. Odongbo, (2002) says that examination malpractice refers to an act of wrong doing carried out by a candidate or groups of candidates or any other person with the intention to cheat and gain unfair advantage in an examination. Awanbor (2004) opines that examination malpractice is the application of unusual means to obtain a

score or set of scores that is normally beyond the mental capability or the state of preparedness of a candidate for that examination.

From these different definitions given by different authors and writers, it is very glaring that they all agreed on the fact that examination malpractice is a wrong act which tends to deviate from the moral norms and values of our society. Having seen the meaning of examination malpractice the researcher can now go to discuss the causes of examination malpractice.

Causes of Examination Malpractice

Since the early days of the struggle for Nigeria's political independence, an over premium has been placed on the acquisition of certificates so much that little emphasis is placed to the practical application of the knowledge so obtained in the first generation of the educated elite in Nigeria, as this saw education as the panacea to social and material greatness. Some causes of the terrible phenomena, examination malpractice have been identified and they include:

1. The Nigeria Factor

This is a new phrase used to explain any event that appear to defy eradication and has therefore been accepted as an excuse.

According to Obasi (2009), education as a product of society is a product of its education, the implication of this assertion is that society influences education and education in turn influence society.

2. Lack of Teachers Total Commitment to Teaching

Most teachers in our schools are not doing effective teaching even though teachers are poorly treated. Many teachers find it hard to attend classes as at when due. Some do not even plan their lessons accordingly, only to cheat the students instead of teaching them. When this is the situation, students actually have little or no knowledge of what is expected of them.

According to Agbo (2003), among the forces behind examination malpractice is the teacher related factor. Most often, gross un-commitment to duty, results in anxiety created by non-completion of syllabus.

3. Lack of Adequate Learning Facilities

Poor teaching and learning environment, lack of well equipped teachers who do not have the necessary pedagogy to impart the contents to the learner, lack of viable teaching materials/equipment like standard laboratories, libraries and other things, teaching under dilapidated building do not help students to internalize and lack of qualified and dedicated

teachers in core subjects is another factor that causes examination malpractice.

According to the following assertion “Learning can only take place when the learner is ready, the learner can only be ready if he is put under conducive atmosphere and conducive atmosphere can only exist when all the necessary learning materials are put in place. It is disheartening to note that most students these days attend school without sufficient textbooks as a result of the sky rocketing increase in the cost of textbooks, which are not affordable by parents due to poverty. It is often said that a student who goes to school without textbook is like a farmer who goes to farm without farm implements.

4. *Incessant Industrial Action by Teachers*

Another glaring point of emphasis is the incessant industrial action embarked by our practicing teachers, resulting to frequent closure of educational institutions occasioned by student's rampages; immensely contribute to the increase in examination malpractices and crime wave among youths. The rate of teacher strike is high, although government is trying to curb it by the introduction of adverse measures on teachers. It is said that when two elephants fight, the grass suffers each time, hence the school is forcibly closed down, academic work are condensed and students become panicky and start to explore the best means to pass their examination.

5. Negligence of Duty of People Handling Examination

People that handle these examinations question such as WAEC officials and those that conduct it do not do their work well, thereby making the leakage of examination question papers possible. Here, agents of malpractice include examiners, staff of WAEC and those that type and suture question papers. Others include drivers, security men, supervisors etc.

6. Poor Implementation of Continuous Assessment

The National Policy on Education (Federal Ministry of Education) proposes that, educational assessment should be based on continuous assessment at all levels of the education system. This was introduced to replace the one-shot summative

evaluation which used to be administered on student at the end of each academic session for the purpose of promotion to a new class. Regrettably the reason for the introduction of this program has failed to bring out any good yield due to poor implementation by educational administrators rendering the aim of the introduction as contained in the National Policy on Education invalid.

7. Absence of Severe Punishment for Cheat

This is true because, victims are not dealt with severely. Despite an attempt made by the federal government in 1984 under Decree 29, which authorized that anybody caught in examination malpractice will be sentenced to 21 years in jail.

The problem still persists because victims give money to examination officials in order to be released, thus encouraging this evil act to continue.

8. *Desire to Pass Compulsory Subjects*

The desire to satisfy the prerequisites for entry into higher institution and the motive to avoid failure were the basic factors responsible for cheating behavior among students. In Nigeria, everybody has realized the importance of education and as such, it is needed by almost everybody.

9. Laziness of Students

Seriousness is thrown to the wind by many students. Most of them have little time for their studies. They spend their time attending parties and forming gangs who engage in untoward behavior. According to Onyechere (2004) Nigerian undergraduates do not care about the acquisition of knowledge if they can get the certificate that qualifies them as university graduates. Some do not attend lectures regularly. They roam about on the campus, travel at will and engage in clandestine activities. These may be habits they have cultivated from primary or secondary school levels.

10. Many Students Are Desperate

They think that passing the examination is a do or die affair; they want to excel by all means. Examination malpractice is therefore induced by grading pressure at least as much as that of individual character failure. Berliner (2008) affirmed that the pressure to score well on a single test is so intense that it leads to nefarious practices such as cheating on the test.

11. Government Emphasis on Quota System

It violates academic merit and its practice encourage offering admission to person less qualified while dropping out more academically qualified individuals.

Forms of Examination Malpractice

Many authors have attempted to discuss the different facets of examination malpractice or irregularities in Nigeria. According to Olaniran (2002), examination malpractice or irregularities can be categorized mainly into three, in terms of the period and time they occur.

1. Pre-Examination Irregularities/Malpractice

This occurs where the examinee procures the question paper prior to the examination or has prior knowledge of its content. This is commonly referred to as "Expo" or leakage. It is worthy of note that while this type of malpractice was very common in the 1970s and early 1980s (Obagah 1995). It is not very common in the 1990s as more advanced forms have

been invented. However, the cases under this category include the following:

Leakages of Examination Papers: In the year 1977, examination malpractice was so high and masterminded by examination officials that it earned the name "EXPO 77". This was among the oldest methods. This is considered to be the most deadly of all forms of irregularities or malpractice. It is a situation where all the information or test is made known to the candidates before the day, when this happens most of the students involved resort to copying answers on pieces of papers or cutting papers of relevant test books to be taken into the examination hall as they cannot solve the problem under

examination tension. Thereafter, copied answers are used in the examination hall without disturbances by the supervisors as well as the invigilator while some desperate students resort to attainting invigilators who rejected gratifications.

Deliberate Falsification of Entry Documents by Candidates: This is done by making additions to the list of subjects on the authenticated admission notice cards in order to sit for papers not registered for. This is usually carried out by candidates and in some cases with the connivance of Principals, Class Teachers, and Invigilators.

Multiple Registrations: This occurs when the same candidate makes two or more different entries for the same examination

simultaneously i.e. multiple registration for and attendance at examination in which two candidates write an examination and at the end, only one of them – the apparently superior candidate, submits the answer booklet whereas the genuine candidate would usually do the examination haphazardly or may even turn in blank examination script.

2. Irregularities/Malpractice during Examination

These forms of malpractice can feature while the examination is in progress and are categorized in the following ways:-

Impersonation: This happens when the legitimate candidate schemes himself or herself out of the examination for an

apparently “superior candidate” to write the examination on previously agreed terms. This could be seen in Ebonyi State University where some students employed students from other Universities to write some courses for them, EBSU news letter September/October 2003 edition showed that foreigners are employed to write for them, as such they were sent on expulsion and others either sent one or two years academic probation.

Use of Mercenaries and Delay in Commencement of Examination:

This involve intentional delay in the commencement of examination to allow “mercenaries” work out answers to questions for some special candidates who may have concluded arrangement with the Principal and the Supervisor.

Use of Contractors: A contractor is known as the middle man. He is a vendor of question or answer sheets. In analyzing this method, examination attendants and even security agents act as contractors. The contractors work is mainly to enable candidates smuggle question papers out and later help them to return completed examination scripts to the supervisors table.

Missiles or Bullet: Bullets or missiles as they are called are pieces of papers or even toilet paper containing summaries of main answers to examination questions that have increased cheating in examination. Bullets or missiles are regarded as fired when the content have been used by the target students. Here,

small stones are used to wrap these pieces of paper to give them weight when thrown to the candidates.

Spying or Giraffing: Candidate stretching beyond normal sitting space to copy from another candidate, a practice referred to as 'giraffing' because of the rubber necking involved.

Dubbing: In this method direct copying of textbooks are often toured. Relevant pages or pieces are hidden here and there especially in lockers for direct copying. Students used cardboard to build ceiling under their lockers where they hide materials.

Tattoo or Body Writing: This is another method used and it is chiefly perfected by female students. This is considered very safe as it can be cleaned within seconds. Vital areas used are the

tender thighs covered by skirts. As soon as examination starts, the student opens her skirt often to copy down the points into her answer script. Most invigilators especially men cannot intrude because of the moral question they have to answer. Why were they looking into the girls' sensitive area?

Collaboration: This device is so called because of the collaboration or mass help involved. It occurs when students sit close enough to enable needy ones, usually unintelligent students to giraffe into their neighbors answer sheets to copy. During marking such collaboration are usually detected by the almost verbatim answers of the student. It also involve the use of signs, gesticulations, bells at intervals, whistles, whispering, dictation,

laud speakers, drums etc. Students also whisper answers in coded language to one another especially in objective questions, some teachers also join the students in the use of coded sign language to one another especially in objective questions and the five fingers are coded A-E beginning from the thumb. If the answer to a question is a, then the thumb is raised.

3. Post Examination Malpractices/Irregularities

Post examination malpractices or irregularities are considered by the perpetrators to be the safest, surest and most reliable form of malpractices that are capable of achieving desired objectives. The agents commonly used here are Supervisors, Custodians, Examiners, Computer Operators,

Typist, Subject Officers, Office Clerks etc. This occurs by inducing the personnel with sex, gifts, money etc to buy over personnel of examination bodies as well as those connected with the marking and co-ordination of candidates' scripts and storing of scores etc. This category of examination malpractice and irregularities includes:

Alteration of Scores in favor Of Candidates: This can occur at various stages after examination; At marking centre's when the Examiner is transferring the score to the Examiners Mark Sheet (EMS), or at the marking centre or in the office by the Subject Officer, or by the Computer Operator before scanning;

Falsification of Statement of Results/Certificate Forgery: This can take the form of outright illegal printing of Statement of Result/Certificate on which higher grades are now reflected or through alteration of the original Statement of Result/Certificate.

Blocking: This is a relatively new vocabulary in the examination malpractice lexicon meaning, the use of cash or kind or both by an Examinee to influence an Examiner to award an underserved mark. This method is generally considered by candidate to be more convenient and less stressful as the possibilities of being caught in the act is far more remote

than in other methods. Occasional gifts, outright economic negotiations and dating are common modalities in blocking.

The Agent of Examination Malpractices

Agents mean different thing in different context, but in this regard, (i.e. examination). This refers to those people or group of people or even an organization who engage themselves in examination scandal. Agents of examination frauds are in different dimensions because they involve different bodies. This is true that the agents of examination malpractices is not one person or two persons but they are both the students, teachers, principals, vice-principals, examination officials, WAEC staffs,

supervisors, examination officials, administrators, community leaders plus others not mentioned.

The new trend is now an organized affair in which parents, supervisors, invigilators, subject teachers and even some principal are overly or covertly implicated. Some supervisors on relieving the question papers from the custodian quickly and secretly slit open the packet and remove a copy for photocopying which are distributed through a pre-established network. Sometimes, the question papers are smuggled out by students to hired touts who make themselves available within the school compound during examination periods. That is why the surroundings of examination hall in such schools look more like a market square

than a school compound. Parents on their own part give their children money and sometimes if they know the supervisors, they contract him or her to give a helping hand to their children when and where necessary. Examiners and security men are involved in the act. There was an incident where a policeman, who was to assist in the invigilation was seen directing with students. It is not an over statement to say that those collaborators, such as the parents, students, teachers, supervisors, invigilators, security men and the principal are often controlled by greed and extreme desire for wealth.

Effects of Examination Malpractice

- a. ***Discourages Good Candidates from Studying Hard***

Good candidates are tempted to believe “if you cannot beat them, join them.” Especially as they see other candidates get away with other corrupt behaviors. This behavior maybe contagious as more and more candidates tend to join in examination malpractices where they believe that even if they are caught, they will get away with it and the end will justify the means. The products of such a system can only grow up to be cynics, unbelievers, insensible, dishonesty, ignorant, narrow-minded, myopic, unintelligent, deceptive, close-minded, one sided beings who would be indifferent to the issues of life and powerless to act, create and succeed.

b. Discredits Certificate

Sequel to the frequent cases of examination malpractice, the society is almost losing faith in the certificates awarded by some institutions and examination bodies. Employers of labor require certain skills from employees based on the certificate they hold. These employers are disappointed when their employees perform grossly below expectation. The implication is that the employers will begin to rely more on their own tests and oral interviews than the certificates the applicants are holding in order to employ suitable hands. Some university graduates who are products of examination malpractice have become a reserve army of the unemployable (Duze, 2011). This is not only in job-seeking but even in admission processes. Some private universities in Nigeria conduct post-hoc examinations for

students seeking admission instead of relying on whatever grades or scores they have in the university matriculation examination.

c. Denies Innocent Students Opportunity for Admission

Many good students have been denied admission by the corrupt ones who went through examination malpractices and had better scores and grades. The best brains that could help in research and development are likely to be thrown out or frustrated while seeking admission. The corrupt ones admitted continue in their behavior which won them admission and eventually wangle their ways through the program

d. Decreases Job Efficiency

This has a serious implication on the gross domestic product of the country. It also has effect on the general quality and standard. Imagine the havoc a half-baked medical doctor could wreck on human lives. What about teachers who cannot competently handle the subject they are trained to teach; imagine the effect on the students. There is a chain effect of examination malpractices on the educational system and the society as a whole.

e. Dominates Examination Planning and Conduct Procedures

The procedures in development and administration of external examinations are many. These include stating the objectives, writing of items and production of drafts, validation

and field trial, selection of final items and production paper. The threat on the validity of examination has made some examination bodies to give excessive attention to checking examination malpractices even at the test development stage. Joint Admissions and Matriculation Board (JAMB) administers different question formats in which questions do not follow the same order.

f. Delays the Processing of Examination Scores and Grades

Every year, many students are caught for engaging in various examination malpractices which needs to be investigated before results are released. Though some results are withheld

pending the determination of the cases, some are decided before results are released. This extends processing time.

g. Dissatisfied candidates

Owing to malpractices in universities, examination results tend to give a false picture of the state of affairs; hence a good number of school graduates cannot defend the grades obtain in examinations (Ada, 2004). Candidates who possess certificates they cannot defend are dissatisfied. They have psychological problems arising from the way they acquired their certificates. In some instances, they will not be bold to present the certificates because they can be presented with tasks that will require them to defend the certificate.

Implication of Examination Malpractice in National Development

In a society that examination malpractice is predominant, its impact are visibly seen in the type of human resources the education system has trained. Again educational system strives to inculcate high level of discipline, diligence, moral and love for others, to the recipients where the examination is fraught with malpractice, then all important feedback mechanism becomes defaulted and the educational system becomes distorted.

Examination malpractice is a social evil that can damage society to the extent of possibly leading to a failed state. The influence of examination malpractice in the society is catastrophic. It has very serious economic, political and social

consequences and hence, affects all facets of society, the individual, the home, the school, the government, the private organization and the international community negatively (Obasi, 2009). In the last ten years alone, the West African Examinations Council (WAEC) had to cancel the results of 814, 699 candidates in its May/June Examinations (Aminu, 2006). Considering the cost of buying examination forms alone, this amount to a waste of about 2.5 billion naira. Apart from direct wastage of money, there is also wastage in the form of opportunity costs to the nation and society.

Examination malpractice vitiates the credibility, validity and reliability of test, which are basic instruments of

examination. When people who are not found worthy in learning and character are certificated fraudulently, such phenomenon has serious implication for the society.

Examination malpractices render the goals of education invalid. The actualization of the goals of education will continue to be a mirage if the scourge of examination malpractice is not eradicated from the system. The country will end up producing graduates who lack the knowledge, skill and competence to exploit the resources of the nation. Besides, the graduates will lack the right type of values and attitude needed for survival in a globalized economy.

Malpractice leads to irreversible loss of credibility. A country that becomes noted for examination malpractice loses international credibility. The implication is that documents emanating from such country will be treated with suspicion. Consequently, certificates awarded by such country's educational institutions are disbelieved. Such country's educational institutions are as good as dead as far as international cooperation in education is concerned.

Examination malpractice has re-ordered our value orientation. The moral tone and value system of people parading with cheap certificates are on the increase. They can go to any extent to get what they want, hence the saying "use what you

have to get what you want". They believe in using money, undue influence, connections and favoritism to get what they want.

Practical effects of moral decadence emanating from examination malpractice include bank failures, collapse of buildings, economic sabotage, drug trafficking, fake drug manufacturing and sales. Our value system has so degenerated that we find it difficult to call a spade a spade. Effects of examination malpractice and fraud are manifested at our filling stations, churches, homes, hospitals, markets and so on.

Examination malpractice with its disadvantages is affecting all facets of the society. The potentials of this nation will be difficult to be realized socially, economically and technologically

until the individuals, governments and other stake holders in education join hands to eradicate it. The fight against corruption cannot succeed if examination malpractice continues to be endemic in the educational system. As leaders of tomorrow who have gone through a school system characterized by academic fraud and dishonesty, the youths of the country will sow and nurture this fraudulent behavior in any organization they find themselves. They will be destined to a life of crime, fraud and corrupt practices. What then is the way out of this educational quagmire?

Possible Solutions to Examination Malpractices

There is need for a team effort to stem this social malaise that has become inimical to educational development in the country. Since previous approaches aimed at curbing this hydra-headed problem seem to have yield no dividends, the writer advocates the following strategies for curbing the problem:

1. **Sincere Implementation of Legislation by Government and other Agencies**

In the past and even recently, decrees, laws, edits (Decree No. 27 of 1973, Special Tribunal (Miscellaneous Offences) Act Cap 410, Examination Malpractice Act No. 33 of 1999) have been promulgated and enacted with sanctions and penalties

spelt out for offenders and participants in examination malpractice. But these penalties have not been effectively enforced by the authorities and bodies initiating them because of the Nigerian factor. In addition, these laws lack institutional framework for the implementation of their provisions (Orbih, 2006).

Since earlier approaches have not curbed examination malpractices, the writer is of the view that a more pragmatic approach to the problem should be adopted. Experience in the fight against corruption in Nigeria has shown that only the creation of a special commission (such as ICPC and EFCC) can address adequately this crisis facing the education sector. To this

end, an Examination Malpractice Commission should be created to address this social malaise. According to Orbih (2006), such a body should be independent and empowered to have its team of investigators and prosecutors. In order to facilitate its quick dispensation of justice, a schedule of rules should be made to side track the prevailing procedural rules that often lead to inordinate delays. In addition, such a body should be independent, devoid of government interference, and provision for its funding backed by law.

2. Empowerment of Teachers

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 understanding if they themselves share the same misunderstanding. The implication of this is that greater emphasis should now be placed on teacher professional development within a whole school development or improvement strategy alongside a greater focus on curriculum, instruction and performance standard of pupils, Badmus (2006).

Such program should be funded by government agencies and mounted by suitable learning units/centers.

Teachers continuing education program must be linked to curriculum change and practices that can influence learners' achievement. Teacher empowerment should not be limited to professional development alone; it should cover his reward system and job environment. A special welfare scheme should be introduced for teachers at all levels. In fact, teachers should have a robust salary structure. In addition to this, his job environment should be enlarged and enriched to make his job interesting and worthwhile. These put together will enhance the teacher's image and commitment to his job.

3. Less Emphasis on Certificates and Paper Qualification

Nigeria's education system is largely certificate oriented. So much value and emphasis are placed on certificates instead of knowledge, skills and competence. According to Nwadiani (2005), the market place value and reward for the level and face value quality of certificates promote tendencies for and acts of cheating in the process of certification. Many school leavers and dropouts have certificates without knowledge and skills. Most of the social maladies like manufacture and sale of fake drugs by pharmacists, collapse of buildings, massive fraud in banks and miscarriage of justice are consequences of over emphasis and value on certificates.

If this trend is allowed to continue, the country will end up with doctors who cannot differentiate between vein and artery, lawyers who cannot differentiate between an accused person and the complainant and teachers who may not be able to spell the names of their schools correctly (Orbih, 2006). It is high time the nation took certificates no more as passports to jobs or higher education; more emphasis should be placed on the competence and skill acquisition. The implication of this is that assessment of students should no longer be based on one almighty examination; rather, it should be continuous, from the very first day at school to the very last day. Kohn(2007) affirmed that a de emphasis on grades combined with frequent assessment using a variety of

forms such as traditional tests and quizzes, homework, and observations, can relieve the grading pressures students experience that cause them to cheat in examination.

4. Improved Funding of the Education Sector

The education sector in Nigeria is grossly underfunded. The inadequate funding of the public school system is the cause of other problems that have undermined quality in the sector. Nigeria's funding efforts of education is low, and its budgetary priority for the education sector is even lower. In

2003, out of a national budget of 765.1 billion naira, only 13.9 billion was allocated to education, representing, 1.83% as against UNESCO's 26% recommendation.

5. Campaigns and Seminars on the Dangers of Examination Malpractice

There should be continuous grassroots campaigns and seminars organized by all stakeholders in the education sector on the dangers associated with examination malpractices. This will help to sensitize and conscientize the people. These campaigns will help the people to internalize the true values of life, and over time shed the vices associated with their existence. As the attitudes of the people change, external misbehaviors will also

be positively affected. The examination Ethics Project (a non-governmental organization) will make large scale and far reaching impact in this regard. In addition, these seminars and campaigns will help restore the lost cherished moral values of honesty, hard work, dedication and uprightness that hitherto characterized the Nigerian society.

6. Specialization

Parents should allow their children to do courses they specialized on. Furthermore, effort should be made to improve the quality of continuous assessment techniques and skills so that they will be given a greater weight in the overall grade. There

should be proper restoration of adequate supervision of lectures of supervisors of educations.

7. Continuous assessment

It should be practiced correctly. It will reduce examination malpractices as 40% of marks are accumulated from various assessment techniques such as projects and assignments before actual examinations.

8. Finger Prints on Certificates

The students should be thoroughly searched before entering the hall. Apart from photographs, finger prints on certificates should be used for identification as no two persons; even

identical twins could have the same finger print. That is why it is used in crime detection.

In conclusion, Examination malpractice is a social problem that has wrecked unimaginable havoc to the entire fabric of Nigeria. It is a hydra headed problem that requires a multidimensional approach to its resolution. Any effort aimed at resolving this problem must be collaborative, that is, involving all stakeholders in the education sector, if not, such effort will end up being an exercise in futility.

Summary of Literature Review

From the review of the above related literature, there is evidence that many factors affect the academic achievement of students in secondary schools. Most of the reviewed studies were centered on the issue of examination malpractice as it affects the academic achievement of students.

A considerable number of researchers have shown that examination malpractices have caused great havoc to educational system due to the ever increasing role of educational administrators in the increase of this deadly monster. In the views of some researchers, impersonation, question paper leakage and other assistance rendered to students in the course of

cheating are ways teachers abet this scandals. It was also observed that causes of examination malpractice are as a result of lack of qualified teacher's non-payment of teacher's salaries, non-functional library, economic and instability of government.

The implication of examination malpractice on national development is seen in the lives of these students who are future leaders, doctors, engineers, teachers; who come out through examination malpractices causing more chaotic deaths, and confusion in the country as a whole. To this effect, efforts should be geared towards giving it a permanent check. This is obviously why government should set-up special court to try examination

cheats, no matter who is involve, no matter his position in the society; he should be made to face the law in its full weight.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter described the methodology in which the study was adopted. It is organized under the following headings.

- ❖ *Research Design*
- ❖ *Population of the Study*
- ❖ *Sample and Sampling Technique*
- ❖ *Research Instrument*
- ❖ *Reliability of instrument*
- ❖ *Validity of Instrument*
- ❖ *Administration of Instrument*
- ❖ *Method of Data Analysis*

Research Design

The study was a descriptive type of survey research design.

Survey research was chosen to be the best method because of the nature of the variable of this study. With this method, it was possible to identify the effects of examination malpractice on the academic performance of secondary school students.

Population of Study

The population of the study covers all the public secondary schools in Egor Local Government Area of Edo State, Nigeria. Due to the vast number of students in these schools, the study was restricted to five senior secondary schools within Egor Local Government Area of Edo State.

Sample and Sampling Technique

For the purpose of this research, the sample adopted in this study is limited to five selected secondary schools with the use of stratified random sampling technique. The subjects for this study are one hundred persons. From each stratum, twenty students each were randomly selected from five senior secondary schools to which the questionnaire was administered. The randomly selected schools are shown below:

- 1. Edo Boy's High School.*
- 2. Iyoba Senior Girl's College.*

3. *Government Science and Technical College.*
4. *Eweka Grammar School.*
5. *Uselu Senior Secondary School.*

Research Instrument

The main research instrument used to collect data was the questionnaire on examination malpractice (QEM). To promote uniformity, all the questions was close ended, the questions was precise and neither irrelevant nor too personal. The questions were also arranged in a logical sequence for better result.

The questionnaire was divided into two sections namely: Section A and Section B. Section A was used to enquire about

the bio-data of participants which was designed to elicit information about the age, sex, class and school. Section B is made up of questions to elicit information relating to the influence of examination malpractice on students academic achievement in educational institutions in Egor Local Government of Edo State.

Validity of Research Instrument

In validating the instrument, content validity was applied. The research instrument was validated by the submission of the constructed questionnaire to the project supervisor who checked for clarity and appropriateness of questions and necessary corrections.

Reliability of Research Instrument

The reliability of the data was determined by using test - re-test method of determining the reliability of a test. The procedure involves administering the same questionnaire twice to the same students in close succession and later the result will be correlated. This established the level of reliability to be exact.

Administration of Instrument

In the course of investigation, the researcher personally visited the five schools that were selected and administer the questionnaire to the students who were randomly selected. Twenty questionnaires each will be administered to each of the five schools. The students with the help of their form teacher

were assembled in a classroom and copies of the questionnaire were given to them to fill. Before administering the questionnaire to each respondent, each section of the questionnaire was explained to the respondents. After the questionnaire had been filled, they were retrieved immediately to ensure high rate of return, the collected questionnaire was kept for verification by the researcher.

Method of Data Analysis

In the analysis of the data generated during the research, the researcher will employ the simple percentage method in working out the frequency counts of the response of the students. Findings was presented in tables and analyzed so as to test each

of the stated research questions which would be fully discussed in chapter four.

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

This chapter is concerned with the presentation and analysis of data collection from various samples. The analysis of data is based on the questions raised in the research questions in chapter one.

Hundred questionnaires were used for the study and distributed to five selected secondary schools in Egor Local Government, which are twenty questionnaires to a school. The questionnaires were perfectly recovered and were used in working out the frequency counts of the response of the students. This is presented in the tables below.

Research Question One

What is Examination Malpractice?

Table 1: Examination Malpractice

S/N	Questions	No. of Respondents	Yes	%	No	%
1	Discussing during examination can be viewed as examination malpractice?	100	83	83	17	17
2	Is bringing prepared answers to examination hall a form of examination malpractice?	100	98	98	2	2
3	Can smuggling in of textbooks or foreign materials into an examination hall be seen as examination malpractice?	100	93	93	7	7

4	Can moving from seat to seat in an examination hall be viewed as examination malpractice?	100	92	92	8	8
	Total	400	366	91.5	34	8.5

Interpretation

Table one: shows that 91.5% of the respondents observed that discussing during examination, bringing prepared answers to examination hall, smuggling in of textbooks or foreign materials into an examination hall, moving from seat to seat in an

*examination hall can be viewed as examination malpractice while
8.5% disagreed.*

Research Question Two

What are the causes of Examination Malpractice?

Table 2: Causes of Examination Malpractice

S/N	Questions	No. of Respondents	Yes	%	No	%
5	Is laziness a cause of student's involvement in examination malpractice?	100	92	92	8	8
6	Do teacher's poor attitudes to teaching contribute to examination malpractice?	100	63	63	37	37
7	Does the desire to excel at all cost make students to involve in examination	100	85	85	15	15

	<i>malpractice?</i>					
8	<i>Do parents and teachers encourage students to cheat because of the emphasis placed on certification?</i>	100	70	70	30	30
	<i>Total</i>	400	310	77.5	90	22.5

Interpretation

Table two shows that 77.5% of the respondents are in support of the causes of examination as identified in the questionnaire while 22.5% disagreed.

Research Question Three

What are the strategies or methods of cheating in Examination?

Table 3: Methods of Cheating in Examination

S/N	Questions	No. of Respondents	Yes	%	No	%
9	Is the use of G.S.M./Mobile phones allowed in an examination hall?	100	83	83	17	17
10	Should foreign materials/textbooks be allowed in an examination?	100	77	77	23	23
11	In the course of an examination, are students allowed to write for each other?	100	93	93	7	7
12	In the case of students giving money to their teachers to pass, is it an examination malpractice?	100	68	68	32	32
	Total	400	321	80.25	79	19.75

Interpretation

Table three: shows that 80.25% of the respondents are in agreement with the strategies or methods of cheating that is mostly used by students while 19.75% are in disagreement.

Research Question Four

What are the effects of Examination Malpractice?

Table 4: Effects of Examination Malpractice.

S/N	Questions	No. of Respondents	Yes	%	No	%
13	Examination Malpractice leads to the existence of unqualified graduates.	100	84	84	16	16
14	Does involvement of students in examination malpractice lower the standard of education?	100	75	75	25	25
15	Can students who involve in examination	100	83	83	17	17

	malpractice compete favourably with other students who do not participate in exam malpractice?					
17	Examination malpractice if not curbed could affect students ability, knowledge and career.	100	93	93	7	7
	Total	400	335	83. 75	65	16. 25

Interpretation

Table four: shows that 83.75% are in support of the effects of examination as highlighted in the items on the questionnaire while 16.25% disagreed.

Research Question Five

What are the solutions to the problem of Examination Malpractice?

Table 5: Solutions to Examination Malpractice

S/N	Questions	No. of Respondents	Yes	%	No	%
17	If examination questions are set few days to examination date, will it discourage examination malpractice?	100	70	70	30	30
18	There should be enforcement of laws with severe punishment or sanctions to follow.	100	98	98	2	2
19	Do you agree that when teachers make their teaching interesting and cover the syllabus before examination, it helps to curb examination malpractice?	100	83	83	17	17
20	There should be uniform standard of rules and	100	80	80	20	20

	regulations in the examination hall.					
	Total	400	331	82.7	69	17.2
				5		5

Interpretation

Table five: reveals that 82.75% of the respondents are in support of the steps taken to minimize examination malpractice while 17.25% disagreed.

Discussion of Results

The research investigated the causes, methods, effects and solutions to examination malpractice in secondary schools in Egor Local Government and came up with the following findings:

From table one, it has been clearly seen that discussing during examination, bringing prepared answers to examination hall, smuggling in of textbooks or foreign materials into an examination hall, moving from seat to seat in an examination hall are different forms of examination malpractices.

Research question two reveals that when students have not work hard to achieve success due to laziness, teacher's poor attitudes to teaching, student's desire to excel at all cost and emphasis placed on certification by parents and teachers are some of the causes of examination malpractice in our society today.

In research question three, from the results shown; the commonest methods of cheating in examination is where students hire mercenaries to write for them. This is a common occurrence mostly in external examination. Also, student's bringing foreign materials (textbooks) into the examination hall before examination and copying micro notes in some parts of their bodies which invigilators cannot easily search or see.

More so, students store answers inside their G.S.M/Mobile phones before examination and use it during examination, they also give money to their teachers to enable them pass their examination. These and more are some of the strategies used by students to cheat in an examination.

Research question four reveals that examination malpractice leads to the existence of unqualified graduates, lower the standard of education, it makes students unable to compete favourably with other students who do not participate in examination malpractice. Finally, it can be also seen that, if examination malpractice is not curbed, it could affect student's ability, knowledge and career in life.

Research question five shows that setting of examination questions few days to examination date and enforcement of laws with severe punishment or sanctions to follow will help to discourage examination malpractice.

More so, teachers should make their teaching interesting and cover the syllabus before examination, it will help to curb examination malpractice because if students find interest in lessons, this will encourage them to work hard and the syllabus should be covered before examination, so as to create time for revision before examination. This will help to prepare the students ahead before examination. Finally, there should be uniform standard of rules and regulations in the examination hall. .

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

Examinations do not exist in a vacuum but are designed to fulfill the purpose of education which relates to the capacity of transforming man and society. This purpose has been plagued by the rampant examination malpractices, which have reached astronomical proportions in the school system in recent times. The emergence of these phenomena could be the way and manner education has been placed on a high pedestal as instrument for social recognition, classification and upliftment. This study therefore was designed to find and analyse the

influence of examination malpractice on student's academic achievements in Egor Local Government. It was designed to determine the reasons why students cheat in examinations, the methods students adopt to cheat in examination, the effect of examination malpractice on the product of our educational system.

Data collection for this study was based on the number of secondary schools in Egor local government. Five secondary schools were used and hundred respondents were selected from the schools to provide information in response to questions raised in the questionnaire. The information provided by respondents were collected, collated and carefully analysed.

From the analysis, the following were discovered: students cheat due to the fact that they want to pass their examination by all means. This could be attributed to the way and manner education has been placed on a high pedestal as instrument for social recognition and upliftment. As a result, a lot of people have taken it upon them as a do or die affair. Secondly, that parent and even the teachers encourage students' involvement in examination malpractices. Thirdly, students' laziness contributes greatly to their involvement in examination malpractice. Furthermore, lack of unqualified teachers in some subject areas is also a cause to students' involvement in this dastardly act.

The effects of examination malpractice was greatly agreed upon by the respondents as having a detrimental effects on the quality of graduates, negative impact on the labour force and the acceptability of our universities certificate.

Conclusion

Based on the findings and analyses of the study, the following conclusions are drawn.

Candidates cheat in examinations because they want to pass the examination for which they are ill-prepared. The reason adduced is that they want to acquire certificates because of the high premium attached to them by contemporary Nigerian society. It has been accepted that the major factors influencing

examination malpractice in Nigeria is the emphasis unduly placed on certificates. The general impression is that without school certificate or university certificate an individual is doomed for life and this situation pushes candidates to aspire to obtain certificate by hook or crook.

Furthermore, the inefficient and haphazard manners in which examinations are handled provide opportunities for students to cheat in examination. Closely tied to this, is the population explosion rate in schools. The available space for learning and conducting examination exceeds the number of students enrolled.

Finally, students and workers within the school community are often guilty of examination malpractice. This involves the use of ex-students and students in higher institutions, where questions papers are thrown out through the windows, picked up by prepared syndicates solved by members of the syndicates and brought back into the examination hall. Also, poor remuneration of teachers reduces their professional output on the job, thereby giving room for students to engage in examination malpractice.

Recommendations

It is clear fact to the researcher that examination malpractice like every other evil in the society cannot be fully wiped out. However, the act can be reduced to the bearest

minimum. To this effect, to minimize the effects of examination malpractice in secondary schools in view of the conclusions drawn from the study, it would be recommended that educational enlightenment programmes should be embarked upon in secondary schools so as to instill honesty, dedication and fair play by all and sundry, especially among youths.

Cumulative assessment records of every subject or course should be kept in line with the National Policy on Education. Students' cumulative scores should account for about fifty percent (50%) of the final grading. This will make students less anxious about examination and subsequently reduced the rate of

examination malpractice and certificate should be de-emphasized in our society.

As a positive step to solving the identified problems associated with students' involvement in examination malpractice, guidance and counselling services should be adopted in schools to bring about behavioural change to develop self confidence and determination to pass examination, it would also be recommended that before any private school is given legal right to operate, the school compound, teachers, teaching aids and every other thing that aids proper and efficient learning should be properly checked. Library facilities should be upgraded and made available to all students, Also, internet facilities should

be made available to students for free to enable access to information and education.

The size of the class for teaching and conducting examinations should not be too large for the teacher or supervisors to manage or control. A maximum of 35 to 40 students should be encouraged.

Furthermore, principals of schools should make sure that students are well taught by their teachers. They should equally ensure that students are serious with their studies. It therefore follows that more libraries should be built and well equipped with books and other reading materials to enhance students studying skills.

More so, certificates of results should be laminated with photographs of a candidate who sat for the examination. This will discourage students who hire undergraduates to sit for them in examination. The lamination of results with personal photographs will prevent falsification of same. In the same connection, the school identification card should carry a specific logo which no other computer or machine can duplicate easily.

Finally, there should be exchange of teachers in schools during internal examination in secondary schools. The aim is to inject seriousness in the students and eliminate favouritism on the part of the teachers.

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APPENDIX

QUESTIONNAIRE ON THE INFLUENCE OF EXAMINATION MALPRACTICE ON STUDENTS ACADEMIC ACHIEVEMENTS IN SECONDARY INSTITUTIONS

Dear Respondent,

The purpose of this questionnaire is to enable the researcher to carry out effective and efficient research investigation on the Influence of examination malpractice on student's academic achievements in Egor Local Government Area of Edo State, Nigeria

Kindly answer the following questions as frankly as possible.

You are required to simply tick the answer of your choice. Please

be assured that your responses will be treated with strict confidence and used for the stated academic purpose.

Thanks for your anticipated cooperation.

SECTION A: BACKGROUND INFORMATION

INSTRUCTION: Please tick (✓) on the appropriate column that corresponds with your responses.

1. Sex: Male () Female ()

2. Age: 10-15() 16-20() 21-25()

3. Class: S.S.S. ()

4. Name of School:

SECTION B

INSTRUCTION: Please tick (✓) the column which best shows your opinion.

S/N	Questions	Yes	No
1	Discussing during examination can be viewed as examination malpractice?		
2	Is bringing prepared answers to examination hall a form of examination malpractice?		
3	Can smuggling in of textbooks or foreign materials into an examination hall be seen as examination malpractice?		

4	Can moving from seat to seat in an examination hall be viewed as examination malpractice?		
5	Is laziness a cause of student's involvement in examination malpractice?		
6	Do teacher's poor attitudes to teaching contribute to examination malpractice?		
7	Does the desire to excel at all cost make students to involve in examination malpractice?		
8	Do parents and teachers encourage students to cheat because of the emphasis placed on certification?		
9	Is the use of G.S.M./Mobile phones allowed in an examination hall?		
10	Should foreign materials/textbooks be allowed in an examination?		
11	In the course of an examination, are students		

	<i>allowed to write for each other?</i>		
<i>12</i>	<i>In the case of students giving money to their teachers to pass, is it an examination malpractice?</i>		
<i>13</i>	<i>Examination Malpractice leads to the existence of unqualified graduates.</i>		
<i>14</i>	<i>Does involvement of students in examination malpractice lower the standard of education?</i>		
<i>15</i>	<i>Can students who involve in examination malpractice compete favourably with other students who do not participate in exam malpractice?</i>		
<i>16</i>	<i>Examination malpractice if not curbed could affect students ability, knowledge and career.</i>		
<i>17</i>	<i>If examination questions are set few days to examination date, will it discourage examination</i>		

	<i>malpractice?</i>		
<i>18</i>	<i>There should be enforcement of laws with severe punishment or sanctions to follow.</i>		
<i>19</i>	<i>Do you agree that when teachers make their teaching interesting and cover the syllabus before examination, it helps to curb examination malpractice?</i>		
<i>20</i>	<i>There should be uniform standard of rules and regulations in the examination hall.</i>		