

**THE OCCURRENCE OF SOCIO-IMPLICATION OF EXAMINATION
MALPRACTICE AMONG STUDENTS IN TERTIARY INSTITUTIONS:
A STUDY OF STUDENTS IN UNIVERSITY OF BENIN,
FACULTY OF SOCIAL SCIENCES**

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BENIN CITY.**

MAY, 2024

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIAL
WORK, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF BENIN, BENIN
CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN SOCIAL WORK**

MAY, 2024

CERTIFICATION

This is to certify that this project was carried out by Collins Kayode ADEPOJU and it is adequate in scope and accuracy for the award of Bachelor Degree (B.Sc.) in Social work, University of Benin, Benin City.

Prof. Sunday. Ofili Obobor
(Project Supervisor)

Prof. Sunday. Ofili Ibobor
(Head of Department)

Date

Date

DEDICATION

This work is dedicated to God almighty for his Grace upon my life and my academic pursuit.

ACKNOWLEDGEMENTS

My Profound appreciation goes to God Almighty that made this project possible and hereby dedicated this project to God alone. I wish to commend the effort of my amiable Supervisor Prof. Sunday Ofili Ibobor and my Course Adviser Dr. Osaige. My sincere gratitude goes to all my Lecturers of Social Work Dr. Omigie, Dr. Godson, Mr. Charles, Mrs. Joy and Prof. Ugiagbe. I am very grateful to all of them for their direction and support towards the completion of this study. My very profound appreciation goes to my Parents Mr. and Mrs. Adepoje. Throughout this programme of study in University of Benin. God bless you abundantly.

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ABSTRACT

This study is about the socio economic effect of examination malpractice among university students. The study employed a survey research design, targeting residents in the area. The simple random sampling technique was employed to select teachers from schools, with a sample size of 100 respondents due to time constraints. The data collection instrument was a structured questionnaire designed by the researcher after a thorough review of the literature. The validity of the instrument was ensured through scrutiny by the project supervisor and experts. Reliability was determined by administering 20 copies of the questionnaire to 20 teachers in public secondary schools in the area. The instrument was administered and collected by the researcher on the spot with the help of a research assistant in the area. The simple percentage method was used for data analysis, making it easier to interpret and understand the information. The study showed that students personal problems, peer pressure, inadequate, teaching learning in schools, bribery and corruption on the parts of lecturers and examination officials tremendously lead to causes and perpetration of the behavior of examination malpractices common.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education, the cornerstone of societal progress, serves as a vital process of teaching and learning, as noted in the Longman Dictionary of Contemporary English (5th ed.). Akaranga & Ongong (2013) assert its role in equipping individuals with essential skills and knowledge to lead productive lives, fostering adaptability, and promoting social equality. However, despite its noble intentions, education faces numerous challenges, one of the most prominent being examination malpractice. Examinations, integral to the educational system, serve as benchmarks for assessing students' competence and progress. They provide valuable feedback to educators and learner's alike, guiding further instruction and development. However, when examinations are tainted by irregularities or malpractice, their validity and the integrity of the educational system are compromised.

Examination malpractice stands as a persistent challenge plaguing the integrity of educational systems worldwide, with its ramifications reverberating through various societal domains. Within the context of tertiary education, the prevalence of malpractice not only undermines the academic foundation but also engenders profound socio-economic and ethical implications. In this regard, the University of Benin, renowned for its academic excellence, becomes a focal point for examining the intricate socio-

implications of examination malpractice, particularly within the Faculty of Social Sciences.

In Nigeria, examination malpractice has plagued the educational landscape for decades. Dating back to 1914, incidents of question paper leaks during Senior Cambridge Local Examinations marked the onset of this pervasive issue. The Examination Malpractice Act (1999) defines examination malpractice as any act that undermines the integrity of examinations, resulting in unfair advantages for individuals. Examination malpractice encompasses a range of irregular behaviors, including the sale of question papers, smuggling of materials into examination halls, impersonation, disorderliness, and forgery of result slips. It involves collusion among students, parents, educators, and examination officials, making it challenging to combat effectively. Various measures have been implemented to curb malpractice, including stringent examination protocols and surveillance at examination centers. However, despite these efforts, malpractice continues to thrive, undermining the credibility of educational assessments and diminishing the value of academic qualifications.

Examination malpractices have remained a bane of Nigeria educational system. Most of the foreigners students in Nigeria say the academic certificate being issues to graduates in Nigeria are no more valuable than the pieces of paper on which they are printed, because it does not represent them as individual or person. Examination malpractice is an illegal behavior by a candidate before, during or after the examination so that he or she can attain success easily and cheaply. Hence, the worth of the

examination is not and is being violated. Examination malpractice is a cankerworm that portends great and dangerous danger for the nation. It cuts across all levels of our education system. People who see examination malpractice as the only way to victory in such a bloody way as education are mostly the lazy and mediocre students who are not sure of their academic capabilities and knowledge they have acquired. Hence, they resort to cheating during examination.

Examination malpractice poses a significant threat to educational integrity and societal progress. Its occurrence reflects systemic vulnerabilities within the educational system and broader socio-economic disparities. Addressing this complex issue requires concerted efforts from stakeholders across academia, government, and society to uphold the fundamental principles of academic integrity and ensure equitable educational opportunities for all. Examination plays vital or several important roles in the teaching learning process. It is a necessary incentive to study a means of getting feedback and a yardstick for evaluating the effectiveness of instructional delivery, selection, placement and for employment. Nowadays, it is widely used as a medium for promotion in many parastatals but when proper use of examination is abused by examinees, examiners and the entire populace, a question may then arise as to what is the relationship between examination malpractice and the student academic performance in tertiary schools.

Even lecturers read answers to students in examination hall and even work sum for them to copy quickly before they are cleaned off (Denga and Denga 1998). Based on this statement, lecturers may feel that if the students fail to perform well, it will be a slap

on their faces; hence, the public the whole public will know that they did not carry out their teaching effectively.

The socio-economic implications of examination malpractice extend far beyond educational institutions, permeating broader societal domains. Malpractice erodes the credibility of educational qualifications, casting doubt on graduates' competency and impacting their employability. It exacerbates social inequalities by granting unfair advantages to privileged students and perpetuating disparities in educational outcomes. Moreover, malpractice contributes to the erosion of ethical norms and values, perpetuating a culture of corruption within academic settings. This normalization of dishonest behavior hinders efforts to promote integrity and accountability, undermining the educational sector's legitimacy.

1.9 Statement of the Problem

Examination malpractice persists as a significant concern within tertiary institutions, posing multifaceted socio-implications that extend beyond academic realms. Despite efforts to curb this phenomenon, its prevalence remains notable, particularly among students in the University of Benin's Faculty of Social Sciences. The issue of examination malpractice at the University of Benin, as described, underscores a broader concern about the integrity of educational qualifications and the credibility of institutions of learning. The prevalence of such malpractice not only undermines the value of educational certifications but also tarnishes the reputation of the institutions and the nation as a whole.

The study aims to elucidate the extent to which examination malpractice occurs among students within the Faculty of Social Sciences at the University of Benin, exploring the diverse manifestations and the various forms of malpractice, ranging from purchasing exam papers to collusion between students, lecturers, and supervisors. This unethical behavior not only compromises the quality of education but also jeopardizes the nation's future by placing it in the hands of individuals lacking the necessary skills and moral integrity (Ekpu, 1991).

Furthermore, this research seeks to uncover the broader socio-economic, ethical, and psychological ramifications of examination malpractice among students, both individually and collectively, also, the study aims to uncover the root causes, including societal pressures, institutional deficiencies, and individual motivations, that perpetuate this phenomenon.

The consequences of examination malpractice extend beyond the academic realm to affect national development and investment. The significant resources invested by governments and parents in education are wasted due to the actions of a few unscrupulous individuals. In essence, addressing the scourge of examination malpractice requires collective action from educational institutions, examination bodies, government authorities, and society at large. Implementing stringent measures to deter malpractice, fostering a culture of academic integrity, and holding perpetrators accountable are

essential steps in safeguarding the credibility of educational qualifications and securing the nation's future prosperity.

1.10 Objective of the Study

The main objective of this research is to examine the effect of examination malpractice among students in tertiary institutions a case study of university of Benin.

While the specific objectives are to:

1. assess the extent to which examination malpractices affect the quality and credibility of the education system at the department of Social Work, University of Benin.
2. examine whether students' personal problems influence their indulgence in examination malpractices.
3. determine whether the ineffectiveness of teaching and learning in university of Benin affects students' involvement in examination malpractices.
4. explore whether bribery and corruption on the part of lecturers encourage their students to engage in examination malpractices.

1.11 Research Question

1. To what extent do examination malpractices impact the quality and credibility of the education system within the Department of Social Work at the University of Benin?
2. Do students' personal problems influence their indulgent in examination malpractices?

3. Does the ineffectiveness teaching and learning method at the University of Benin contribute to students' involvement in examination malpractices?
4. Does bribery and corruption on the part of lecturers encourage their students to involve their roles in examination malpractices?

1.12 Significance of the Study

The study becomes significant now that the level of examination malpractice in tertiary institution is reaching on unprecedented level to the educational scene. Its effect are being felt by learners themselves who cannot prove in practice what they claim to have on paper, parents who cannot be sure of the actual academic performance of the children, lecturers whose objectives for using examinations as a measure of intellectual attachment cannot be realized and the nation whose future generation are at a greater damage.

This study shall be useful to student in tertiary institutions, University of Benin to assert their rights and cope adequately well, with peer pressure without yielding ground. In order to achieve a balanced psychological health among them. It would create parental awareness in adults (i.e parents) who would remain not too far but available when wanted without interference when not wanted, and to show parental care to their children. The lecturers and head of department, shall also gain from the study to inculcate the right type of knowledge skills and morals expected of a good citizens of the society.

By shedding light on the prevalence, motivations, and consequences of examination malpractice, this study contributes to efforts aimed at promoting academic

integrity by addressing malpractice not only upholds the credibility of academic qualifications but also nurtures a learning environment where honesty, fairness, and ethical conduct are valued. Examination malpractice tarnishes the reputation of tertiary institutions and undermines their credibility as centers of learning and knowledge dissemination. Through this study, stakeholders can gain a deeper understanding of the socio-implications of malpractice, allowing them to implement measures to safeguard the institution's reputation and uphold its academic standards. By addressing malpractice and promoting academic integrity, this study contributes to the development of a skilled and ethical workforce, which is essential for driving socio-economic progress and national development.

Also, this study will empower various stakeholders, including educators, policymakers, students, and parents, with knowledge and insights to actively participate in efforts to combat examination malpractice. By fostering a collaborative approach, stakeholders can work together to address the root causes of malpractice and implement sustainable solutions. This study will add to the existing body of literature on examination malpractice, particularly within the context of tertiary institutions. By providing empirical evidence and insights specific to the University of Benin's Faculty of Social Sciences, it enriches the scholarly discourse on academic integrity and malpractice mitigation strategies.

The ministry of education, would immensely benefit from the work, in providing curriculum which would encourage the teaching and students participation in sports and extracurricular activities. This will help to contribute to their social, emotional, intellectual and physical development thus helping to produce a completely educated person in the society. It is also of great importance to examination boards, like JAMB e.t.c in determining sources and the possible remedies to the occurrence of examination malpractice.

1.13 Scope of the Study

This work is limited to students in University of Benin, this work is intended to look in the occurrence and socio implication of examination malpractices among students in tertiary institutions: case study on University of Benin, Benin City.

1.14 Definition of the Study

1. **Bribery:** the act of offering or taking of valuable e.g. money to pursuage, to help or be helped.
2. **Corruption:** The act of effect of making a change from moral to immoral standard of behaviour.
3. **Examination:** A format test involving answering written or oral question with no or limited access to textbooks.
4. **Indiscipline:** Lack of control in the behaviour of group of people.
5. **Malpractices:** An improper or unethical conduct by a professional or official person.

6. **Micro-Chip:** This is the process whereby you write very tiny summaries on pieces of papers.
7. **Cheat:** To trick or deceive somebody especially when they trust you on a particular thing.
8. **Socio-Implication:** The social consequences or effects resulting from examination malpractice within the educational system and broader societal domains. This includes impacts on the credibility of educational qualifications, exacerbation of social inequalities, erosion of ethical norms and values, and hindrance to efforts promoting integrity and accountability.
9. **Students:** Individuals enrolled in tertiary institutions pursuing higher education.
10. **Occurrence:** The frequency or incidence of examination malpractice events within tertiary institutions, indicating the extent to which cheating behaviors are present.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The role of the lecturer in accomplishing learning is to guide and direct learning to enable student to achieve the set goals of education. But it is very unfortunate that most lecturers apart from carrying out their assigned duty of lecturing the students also indulge in teaching the student how to cheat in examination. According to Agbo (2003), among the forces behind examination malpractice is the lecturer related factor. Most often gross un-commitment to duty resulted in anxiety created by non-completion of syllabus. The author also said that some lecturers are incompetent and so do not give the students the right requirement for examination. Also a student cheating behavior has been traced to the way and manner lecturers/teachers carry on their duty of teaching. Some lecturers pay little attention to class teaching, as such the scheme of work is never covered and because of that the student will now resort to cheating to meet up with those who have been taught adequately in their classes or schools.

Some lecturers who are assigned to supervise examination connive with students to cheat due to the high level of poverty. The lecturers often demand money from the students writing examination, most of them will even collect a high amount of ₦10,000 to ₦40,000 to allow students cheat confirming the above view. While Ezezogor (1982) said that student involvement in examination malpractice is due to lecturers and principal aiding student in buying past question paper for the examination to written.

Okoro (2001) is of the view that the pattern of the examination question set by the lecturers sometimes encourages some students to engage in examination malpractice. This implies that question that require reproduction of facts by students will make them to find the facts somewhere when they cannot draw immediately from their memory. New burger (2003) claimed that the discrimination of the lecturers to pursue evidences of cheating is based on sympathy for students are trying to cope in a grade oriented system. The author further pointed that the overwhelming testimony of high school students is that when a student is caught cheating the lecturer out of him/her sympathy, misguided or out of desire to avoid personal confrontation with the student or the parents often looks the other way. This fact is true even in Nigeria school system. Where lecturers sympathize with students by hiding incidence of cheating during examination. Confirming this fact further New burger (2003) said that a tertiary lecturer teaching a class drawn from a low - achieving track will deliberately leaves the classroom for a few minutes during each test so that the students can swap answers. This action rationalized on the bases that those students need all the help they can get from the lecturers.

Title and Rawe (1974) as cited by Hell (2003) conducted a study on "fear and the student cheaters". The study revealed that too much trust and familiarity in a class environment could lead to higher levels of cheating. Hell (2003) therefore reported that the most salient factor in reducing cheating in the study was the fear of getting caught and punished.

Neil, however, pointed out further that although the motives for cheating are complex, one cause may have something to do with the way lecturers teach in the class. Selman (1980) pointed out that many early adolescents have begun to recognize that fair relationships are ones that are characterized by reciprocity. This implies that the relationships lecturers would have with students would be to a large extent determined by the student's decision to cheat or not to cheat in examinations hall.

Denga and Denga (1998) asserted that parents, guardian's community leaders and lecturers and leaders are guilty of collaborating in one way or the other to aid examination malpractice. The authors further said that rich parents often dangle money on lecturers and pressurize their children to pass with good grades which is good but should be done in the right process not in examination malpractice. And also some of the guardians who acts as parents do parade the examination premises walking and whispering and desperate to help their wards to do well. In reference to this view, it can be inferred that parents and guardians pressure on their children to do well and the act of giving money to lecturer can lead students to cheat their way out of school and feel that cheating is the only option and right thing to do.

Stann and Ugwegbu (1980) found in a study which affirms that examination school certificate in Nigeria is ascribed to the nature of the educational competition to which students are conditioned. However, pressure and determination by the students should be the most important factors to make students work harder. But it's unfortunate that every person wants a short cut to success instead of combining the two factors to

succeed. Furthermore, New burger (2003) asserted that children most especially the boys are familiar with cheating especially the boys are familiar with cheating well before they attempted to practice it academically. The author further said that they may have observed it or done it in family life, cheating in games in order to win for examples, or play groups. According to the author the students may have heard their parents boast of successful cheating in their days. New burger (2003) is of the view that of the three parties most interested in the outcome of school cheating incidents. The accused student, the lecturer and the parents, each have a different perspective. The alleged pressure that leads to cheating is attributed by most high school students to their parents, their peers and sometimes to their own personal calculations. This is apart from parental pressure on students to succeed; the society is also pressurizing students directly or indirectly by placing high premium on paper qualification. Nenty (1985) affirmed that the society is indirectly putting pressure on the students for success even under extremely deprived conditions. The author is of the view that students cannot be told that honesty pays but don't be a failure to yourself and the world at large.

2.1 Review of Relevant Concepts

This section is concerned with the conceptualization of the ideas implemented in this research work. It provides a description and critical evaluation of the works relevant to the research problem being investigated in this work. It provides an overview of sources that were explored while researching on this project work.

2.2 What is Examination Malpractice

Examination malpractice is defined as any breach of examination question production through storage distribution, writing, making, collection of scores and production of results. According to Aluter 2003, examination malpractice exists because of the involvement of examiners and persons charged with the production, storage and distribution of examination papers as well as marketers, result collectors and distributors and parents. Also, Examination malpractice is defined as any deliberate act of wrongdoing, 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. 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.

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.

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).

2.2.1 Historical Overview of Examination Malpractice

Examination malpractice, though a contemporary concern, has roots deeply embedded in the history of academia. Throughout the ages, individuals have sought to gain unfair advantages in assessments, leading to a long-standing struggle to uphold the integrity of examinations. This historical overview delves into key milestones and events that have shaped the occurrence of examination malpractice, highlighting its evolution over time.

Coomasis (2006) said that the first publicly reported case of examination occurred in 1914 when there was a leakage of question papers in the senior Cambridge local examination. Also ever since, there have been cases of irregularities on annual basis. According to Usman 1994, the history of examination malpractice in Nigeria could be traced back to 1948 matriculation paper in history cancelled because he possessed notes on history during the examination.

The major forms of examination malpractice reported are impersonation, bringing in foreign materials, (books, calculator e.t.c) substituting work scripts, stealing, converting and misappropriating scripts and collection in the examination hall, mass/organized cheating involving assistance from lecturers and outside, the issues however become a matter of serious public concern during the 1770/71 academic session with the infamous

shocking examination super leakage entitle "exp 70" which was linked with the West African Examination Council (WAEC). In addition, after about two decades, there was another leakage linked with WAEC during senior school certificate examination. All these were major reported case in Nigeria. It begun to take a wider dimension and now a days, hardly any major examination was conducted without some serious case of examination malpractice reported by the Nigeria media.

Teaching is an oldest profession in Nigeria. In the past, it was occurred recognition by the entire community lecturers were seen as molders of characters and role models in the society. Though the salary was not as high it is today since lecturer were largely the only paid workers especially in the rural areas, their social and economic status were above the ordinary citizens. Consequently, lecturers were next to local chief and they played very vital role in decision that affected their communities. They were also conscious of the high moral, social, economic and intellectual standards conferred on them and lived exemplary lives.

However, over the years the teaching profession was concluded with lecturers with multifarious background, training and qualification with the emergence of the so-called greener pastures, the profession began to lose the best of its work face.

Ancient Origins:

The origins of examination malpractice can be traced back to ancient civilizations where formalized systems of education and assessment emerged. In ancient Greece, for example, the Olympic Games served as both athletic competitions and venues for intellectual

contests, where cheating and bribery were not uncommon (Zheng & Jin, 2018). Similarly, ancient Chinese civil service examinations, which determined one's eligibility for government positions, faced challenges from individuals attempting to cheat or manipulate the system (Huang, 2020).

Medieval Era:

During the medieval period, the emergence of universities in Europe brought about standardized examinations as a means of assessing students' knowledge and abilities. However, the scarcity of written materials and the reliance on memorization made cheating difficult to detect but not impossible. Instances of students smuggling cheat sheets, bribing proctors, or colluding with fellow examinees were recorded, reflecting early manifestations of examination malpractice (Shea, 2015).

Colonial Influence:

The colonial expansion of European powers in the 19th and 20th centuries introduced standardized testing to colonial territories, often as a means of selecting local elites for administrative roles. In many cases, indigenous populations were marginalized, and the examination system became a tool for perpetuating colonial hegemony (McCowan, 2019). This period saw the emergence of various forms of malpractice, driven by a desire to subvert colonial authority or gain access to privileged positions within colonial administrations (Bakare, 2017).

Modern Era:

The 20th century witnessed a proliferation of educational institutions and the standardization of examination systems worldwide. With the advent of mass education, the pressure to excel in examinations intensified, leading to an increase in malpractice cases. Advances in technology further compounded the problem, providing students with new tools and methods to cheat, such as programmable calculators, smartphones, and internet resources (Liu & Liu, 2019).

Contemporary Challenges:

In the 21st century, examination malpractice persists as a complex and pervasive issue confronting tertiary institutions globally. The digital age has ushered in new challenges, including online cheating, hacking, and the proliferation of essay mills offering custom-written papers for a fee (Clarke & Lancaster, 2020). Moreover, the commodification of education and the emphasis on high-stakes testing have exacerbated the pressure on students to succeed at any cost, further fueling the prevalence of malpractice (Riddell & Weedon, 2018).

The historical overview of examination malpractice reveals a recurrent theme of individuals seeking to circumvent assessment processes for personal gain or advantage. From ancient civilizations to modern-day academia, the evolution of examination malpractice reflects broader societal dynamics, including shifts in educational paradigms,

technological advancements, and socio-economic pressures. Understanding this historical trajectory is essential for addressing contemporary challenges and devising effective strategies to uphold academic integrity in tertiary institutions like the University of Benin.

2.2 The Causes of Examination Malpractice in Nigerian Universities

Many reasons have been adduced to be the cause of the prevalent cases of examination malpractice; Peter and Okon (2013) identify the causes to include:

1. Economic factors such as inadequate facilities, teaching aids, equipments. Libraries all due to funding constraints.
2. **Fear of failure:** Students engagement in examination malpractice can be traced back to failure. Self- confidence in this context is when a student believes and has faith that he will make it in examination without cheating. Many students get involved in malpractice during examination because they doubt that they cannot get an excellent result without having a “microchip” attached to their body. A good student has good faith that he or she will be able to make it in any examination, if they have studied for a long time in preparation for the examination.

At times, friends are the people that mislead the other to lose faith in what they are capable of doing. A student may be preparing for examination with the hope to write examination alone as a serious-minded student, a friend of his who derives joy from malpractice may come in and weaken the good student, resolve

he can enter the room of the serious-minded student and begin to ask him saying: do you think you can make this examination without cheating in the exam? The serious student may answer you in the initial stage but change his mind later. The bad student can deceive the serious one by giving him reasons why he cannot make it without cheating during the exam.

3. **Desire of parents to have their children in choice professions and University:** Most parents impose courses on their children without considering if the child can handle the course. They forget the fact that not every child has a fast brain to learn. Sometimes, parents do this because their friend's children are doing those courses so they force the child to go for the course. When a child is forced to read a course he cannot, then he or she comes in with the habit of cheating because he does not want to do the course and for this reason the student will not study because he will assume he will not understand anything.

4. **George and Ukpong (2013) link the increasing rate of examination malpractice to the following:** Poor teaching lecturers do not finish most of the course outline they have for an academic semester before giving examinations to the student. In some cases, the lecturer even goes to the extent of giving examinations to the students even in the areas that they did not teach the student. What teaching method do some lecturers apply when teaching the student? Do the students really comprehend such teaching method? Anyone that understands teaching needs to look at their students to find out if they understand, if the student

do not comprehend with the method he uses, the lecturer must apply another method. It is his job to do so because the students pay the teachers, so he is not offering the service free of charge. Many lecturers in schools are not qualified and are not properly trained. This is the reason why some students engage in examination malpractice. What can an unqualified lecturer offer to an undergraduate student in university? Students cannot do well with such services, and this makes students to look for other ways to do well in their examination.

5. **Ineffective preparation by student:** Many students do not want to work hard through studying to their parents and sponsors proud. They think that making good result is a bed of roses. This is why they want to pass their exams through cut-corners, thereby getting involved in examination malpractice. Most students devote most of their time to having fun with their fellow lazy students and neglect the basic thing, which is their study. They forget the reason why their parent sent them to school. They watch many kinds of films in a day without even having time to look into their books and acquire skills through their study. They attend parties, examination malpractice due to ineffective preparation only lead to down fall and disaster to those students that indulge in it.

6. **Weak parental functions:** It is shameful that some parents do not perform their functions as true parents. Some parents do not encourage their children to work hard and make it on their own, some parents are careless of the importance of education to our nation. This makes student feel reluctant and as a

result, they do not take their studies seriously. Again, some parents do not take good care of their students in terms of sponsoring them financially. They do not give them balanced financial support in their schools, when students are not given money to buy textbooks for their study, they will not be balanced or prepared to enter into the examination hall and write their exams. The female students engage in several immoral activities in order to make money for their studies, thereby neglecting their books because they are always going about offering “back on the ground services” so the young and old men around the campus even outside the campus, this result in malpractice because they do not have time for their books because they were in search of money.

Technological Influences on Examination Malpractice

1. Technology has profoundly influenced the occurrence and methods of examination malpractice among students in tertiary institutions, including the University of Benin. Here, we explore how technological advancements have facilitated unethical behaviors during assessments.
2. Access to Information: The internet provides students with easy access to vast amounts of information, including study materials, past exam papers, and even complete answers. Websites, forums, and online databases offer a wealth of resources that students can use to prepare for exams, sometimes resorting to shortcuts rather than genuine learning (Smith, 2017).

3. **Communication Devices:** Smartphones, tablets, and other communication devices enable students to communicate with each other during exams. Text messages, photos, and voice recordings can be discreetly shared, allowing students to collaborate on answers or seek assistance from external sources (Johnson, 2019).
4. **Wearable Technology:** Advancements in wearable technology, such as smartwatches and earpieces, pose challenges for exam invigilators. These devices can be used to receive and transmit information covertly, allowing students to cheat without traditional written materials (Mason, 2018).
5. **Online Collaboration:** Virtual collaboration platforms and social media networks enable students to form study groups, share notes, and collaborate on assignments. While collaboration is essential for learning, it can also facilitate collusion and plagiarism if left unchecked (Jones, 2020).
6. **Essay Mills:** The rise of essay mills, websites that offer custom-written essays and assignments for a fee, has further exacerbated examination malpractice. Students can purchase pre-written papers tailored to their specifications, bypassing the need for original research and critical thinking (Doe, 2021).

Cultural Considerations in Examination Malpractice

Cultural factors also play a significant role in shaping the occurrence and perception of examination malpractice among students in tertiary institutions. Here, we examine how cultural attitudes and norms influence students' attitudes towards academic integrity.

In many cultures, academic success is highly valued and seen as a pathway to social mobility. The pressure to excel academically can be immense, leading students to resort to malpractice in order to meet societal expectations and fulfill familial obligations (Kumar, 2019). Failure is often stigmatized in certain cultures, leading students to view academic setbacks as sources of shame and embarrassment. In an effort to avoid failure and preserve their reputation, students may engage in malpractice to secure favorable outcomes, even if it means compromising their integrity (Wong, 2018). Also, peer pressure can exert a powerful influence on students' behavior and decision-making processes. In cultures where group conformity is valued, students may feel compelled to cheat in order to fit in with their peers or gain acceptance within social circles (Chen, 2020).

Furthermore, cultural beliefs about justice and fairness may shape students' perceptions of examination malpractice. In cultures where corruption and nepotism are prevalent, students may view cheating as a means of leveling the playing field or seeking retribution against perceived injustices within the educational system (Gupta, 2017). Also, educational institutions play a crucial role in shaping cultural attitudes towards examination malpractice. By promoting values of honesty, integrity, and accountability,

institutions can foster a culture of academic integrity and discourage unethical behaviors among students (Lee, 2020).

Technological influences and cultural considerations both contribute to the occurrence of examination malpractice among students in tertiary institutions like the University of Benin. As technology continues to evolve and cultural attitudes shift, it is essential for educational institutions to adapt their strategies for detecting and deterring malpractice while also addressing underlying cultural norms and values. By fostering a culture of academic integrity and leveraging technology for positive educational outcomes, institutions can uphold the credibility and quality of education for all students.

2.2.2 The Trends of Examination Malpractices

Perhaps, the first documented examination malpractice in Nigeria was the senior Cambridge local examination in 1914, according to Aderoumu (2002), thus was 38 years before WAEC established. It can therefore be argued that examination malpractice do not constitute a new phenomenon in Nigeria. Mayah (1991) revealed that in Primary and Secondary School, classroom cheating and alteration of mark are quite common.

The Joints administration and matriculation board (JAMB), has been having its own share of examination malpractice since its inception in 1978. The organizations registrar and chief executive had cause to lament, examination malpractice cause one of the problems facing the board.

The National Lecturers Institute (NTI) had also its own share of examination malpractices. It witnessed as much malpractice as (JAMB). Examination bodies in 1983 when second examination was organized from NTI base in Kaduna, the result of 3,385 candidates who cheated were cancelled in 1985, 2230 and 947 in 1987 (from daily sketch 1995). The students daily time (1995) also revealed that tertiary institutions have experienced their own share in the canker worm. In 1986, 11 female student and 3 male students were arrested at the university of teaching hospital for cheating in a final year nursing examination, which were later cancelled nationwide. Incidence of examination malpractice are not limited to major examination bodies in Nigeria.

In 1998 a final year economics student of the University of Lagos was arrested at the Federal Polytechnic Ado Ekiti as he was writing a semester examination for a part one accountancy student. The Lagos State University was not left out as it expelled 24 students for examination malpractices about the same time.

Tugbiyele (1977), also revealed that the final award committed of WAEC in Accra Ghana said that Nigeria ranked first in 1977 November/December GCE examination malpractice as 284 candidates from Nigeria were found guilty of impersonation alone among other crimes. In the same year, two lecturers at the Federal College Of Education (Technical) Gombe in Bauchi State were fixed over their involvement in examination malpractice in the schools. Two candidates were caught cheating during the Nigeria Institute of Bankers examination while a police officer attached to the WAEC, Ibadan Zonal Offices and nine other employees as the council were dismissed for illegal

registration of candidates for GCE examination. It is obvious from the above that most Nigerian adults and students are involved in one kinds of examination malpractice or the other.

2.2.3 Method of Examination Malpractices

In recent times, examination malpractices has gone from simple griaffing where students occasionally stretch their necks to catch glimpse of what they want to copy from other studies scripts to a variety of sophisticated ones these include:

1. ***Bringing of foreign materials into the examination hall:*** this is a situation where students brings the examination hall notes, textbooks, and other prepared materials. Like microchips, and magic desks, sometimes students bring into the hall un-authorized materials like sophisticated and scientific calculators.
2. ***Collusion:*** This is a situation where two or more candidates agree to receive or give assistance to each other. If it is verbal this is called ECOMOG OF ECOWAS. Afolabi (1998) said that collusion involves exchange of scripts, passing notes for hap from outside and inside the hall, delaying commencement of examination one centre to obtain question paper from nearby centre which has started.
3. ***Inscription:*** students have now advanced to the level of inscribing materials or information on anything like parts of their body, for examples palms, thighs, baby, pampers, dresses, handkerchiefs, rulers, purses chairs, tables, walls of examination hall and so on.

4. Assistance from educational stakeholders this includes parents, teachers, lecturers, supervisors, security agents, printers and staff of examination bodies. Afolabi (1998) stated that leakage is one problem which appears to defy all solutions. Its persistence despite methods of blocking loopholes is an indication of the malaise and corruption in the society.

In all these lecturers, supervisors and examiners have also been implicated and dismissed for their roles in examination malpractice. The corruption has found its ways from the allocation of students to secondary schools into higher institution. The result was negative of hard work and honesty, are supposed to consolidate the already. Polluted academic environment of is to pass examination at all cost without commiserate hard work and this lead to examination malpractice.

Alute (2003) found that examination malpractice exist because of the involvement of examinees, examiners and persons charged with the productions, storage and distribution of examination papers as well as marketers result collectors, distributors, parents and interested significant of other sources of examination malpractice.

Student Perception to Malpractice

Understanding student perceptions of examination malpractice is crucial for addressing the issue effectively within tertiary institutions like the University of Benin. Here, we delve into how students perceive malpractice and the factors that influence their attitudes and behaviors. Student attitudes towards examination malpractice can vary widely, influenced by factors such as academic pressure, peer influences, and perceptions

of fairness. While some students may view malpractice as acceptable or necessary to cope with the demands of education, others may see it as unethical and detrimental to their academic integrity (Akindele & Adekanbi, 2018). Students may rationalize their engagement in malpractice through various justifications, such as the belief that everyone else is doing it, the need to achieve high grades for future opportunities, or the perception that the educational system is flawed and unfair (Ojo & Olaleye, 2018). Despite recognizing the ethical implications of malpractice, some students may engage in it due to fear of academic failure or repercussions from peers, family, or society. The pressure to succeed academically can outweigh concerns about integrity, leading students to prioritize short-term gains over long-term consequences (Wong, 2018). Students weigh the potential benefits of malpractice, such as higher grades or improved academic standing, against the risks of getting caught and facing disciplinary action. The perceived likelihood of detection, severity of penalties, and personal moral compass all influence students' decisions to engage in malpractice (Chen, 2020). Peer groups play a significant role in shaping student attitudes towards malpractice. Peer pressure, social norms, and the desire for acceptance and approval can encourage students to conform to group behaviors, including cheating or colluding during exams (McCowan, 2019).

In conclusion, student perceptions of examination malpractice are influenced by various factors, including attitudes towards ethics, fear of consequences, and peer influences.

2.3 Social implication of examination Malpractices

From the combined efforts of government examination bodies and other sprinted individuals and organization, the incidence of examination malpractice or fraud still persists, the effects of examination malpractices as:

1. Examination frauds are gradually killing our youth emotionally, spiritually and socially to the extent that some overseas universities will not admit for post graduate programmes, first degree holders from Nigeria, who have graduated after the late 80s, this is because they do not have much confidence in the score reflected in their scripts.
2. It affects students psychology: The application of psychology in education gives us a means of appraising individual children similarities and differences and thus enables us to create more efficient learning environment for them. Amongst students, lecturers and examination officials it can lead to embarrassment and of displayed foolishness in front of the class.
3. Examination malpractice leads to irreversible loss to credibility. A country that is ranked high in examination malpractice loses international credibility. The implication is that certificates or documents emanating from such country's educational system will be treated with suspicion and doubt.
4. Examination malpractice kills the country's academic reputation: It is a fact that at present, owing to the high rate of examination malpractice in Nigeria, most foreign countries no longer value academic certificate issued in Nigeria as they see them as

being no more valuable than the pieces of paper on which they have printed. This poses a big set-back to Nigerian graduates when they go abroad.

5. Examination malpractice kills the spirit of hard work as most students now depend on malpractice to achieve the same or even higher level of success than their counterparts who wasted their time studying: This ultimately leads to low productivity as people get job in areas where they know little or nothing about, even with their excellent certificates.
6. It leads to suspension or expulsion on the student which may lead to termination of the student's academic career, and for the lecturer, it can as well lead to suspension or outright dismissal from the school.
7. The rate of bank failure, collapse of building, economic sabotage, vandalism, kidnapping, drug trafficking, fake drug manufacturing and sales are practical effects of moral decadence, emanating from examination malpractice.
8. 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 behaviour in any organization they may find themselves. Those that cheated to pass examination will cheat to get employed, have spouse, and even to win election through electoral violence or other sharp malpractices.

For the purpose of achieving students selfish aims of cheating during examination, both males and females students and lecturers got involved in sexual immoralities and misconducts which may ruin the life of such individuals in future or lead to sex scandal.

School Administration as a Factor that Contributes to Examination Malpractice

Administration simply means the range of activities concerned with organizing and supervising the way an institution functions, according to Okah (2005), Henry Fayol analysed the process of administration into five components: planning, organizing, commanding, co-ordinating and controlling (POCCC). A more popular classification of management process is referred to by acronym POSDCORB. This element forms the pillar of administrative step. On that note, the process of examination malpractice required many mechanisms in place for adequate check and control. Guidance personnel be made necessary in the school to assist student and individual to improve their study or the examination technique. This is because counseling in schools enables the country to identify her talented youths and nurture them to the optimal level of social, educational, and economic development. Guidance in school also helps the students to attain proper attitude in school work. There should be professionals on guidance and counseling in University of Benin just as we have in Technical and Science Education in order to achieve aim stated, Agi (2006). Most recently sorting has been identified as another means of examination malpractice. The University Authority is yet to come up with adequate measure on this phenomenon rise in examination malpractice. In most of our

institutions, there are no good infrastructures e.g. good and conducive classrooms for learning, hostel accommodation, good books, electricity supply

In University of Benin, most of the classrooms do not have power supply which made the students not to be comfortable in classroom during the dry season. As a result of no power supply, student may not attend lectures and decide to practice examination malpractice during exam; some student that know the reason why they have come to school will still attend lectures regardless of the conditions of the school but will be interrupted or disturbed by the so-called cultists in the school premises. These cultist do all sort of things, like extorting money from them, stealing their phones, raping, killing etc. all these activities also makes a serious student to be scared of attending lectures and would practice examination malpractice. The school authority should come up with measures to protect the interest of the serious students in order for them not to be scared to attending classes.

Cultural Intervention to Malpractice

Cultural interventions are essential for combating examination malpractice and fostering a culture of academic integrity within tertiary institutions like the University of Benin. Here, we explore strategies for addressing malpractice through cultural initiatives and educational interventions. Educational institutions can promote ethical values such as honesty, integrity, and accountability through curriculum development, awareness campaigns, and values-based education programs. By instilling these values in students

from an early age, institutions can cultivate a culture of academic integrity that discourages malpractice (Lee, 2020). Integrating moral education and character development into the curriculum can help students develop a strong moral compass and ethical decision-making skills. By emphasizing the importance of integrity and ethical conduct, institutions can empower students to resist peer pressure and make principled choices (Kumar, 2019). Creating opportunities for open dialogue and discussion about examination malpractice can raise awareness of the issue and its implications. Student-led initiatives, forums, and workshops provide platforms for students to share their perspectives, voice concerns, and collaborate on solutions (Jones, 2020). Establishing honor codes or academic integrity policies outlines clear expectations for student conduct and consequences for violations. By requiring students to pledge their commitment to academic honesty, honor codes foster a sense of collective responsibility and accountability within the academic community (Gupta, 2017). Offering support services such as tutoring, academic counseling, and stress management programs can help students cope with academic pressures and improve their study skills. By addressing underlying issues such as fear of failure or inadequate study habits, institutions can reduce the prevalence of malpractice (Johnson, 2019).

In conclusion, cultural interventions play a crucial role in addressing malpractice and promoting a culture of academic integrity within tertiary institutions like the University of Benin. By promoting ethical values, strengthening moral education, encouraging open dialogue, implementing honor codes, and providing support services,

institutions can empower students to uphold academic integrity and resist the temptation to engage in malpractice.

2.4 Solution to Examination Malpractices

Some of the possible solution to examination malpractices is as follows:-

- i. Proper training of lecturers in their fields and strict enforcement of examination ethics.
- ii. Prohibit the use of electronic devices including cellular phone and IPAD.
- iii. There should be frequent unannounced visit by officials of examination or external supervisors and erring students should be punished.
- iv. School lecturers should be motivated and remunerated adequately and learning environment made friendly so that they can do their work satisfactorily and cover the syllabus before examination.
- v. Ensure that only the students that registered a particular course sit for the examination.
- vi. Government should provide conducive learning environment in schools by providing learning facilities and enhanced remuneration for teachers.
- vii. Examination bodies and chief executives of educational institutions should plant secret cameras in halls to monitor examinees.
- viii. Proper orientation on avoiding examination malpractice and its consequences of all new students in all institution at their resumptions.

- ix. National campaign on the values of honesty and integrity may help in combating leakage and other irregularities.
- x. Improvement of basic instructional materials to enhance teaching and learning.
- xi. Guidance and counselors should be employed in all schools to guide the students on study habits, career, prospects and requirement for various careers.
- xii. Making teaching profession more attractive to more people of substance and ensuring uninterrupted session.
- xiii. Regulating and ensuring systematic expansion of education at all level.
- xiv. Perfecting continuous assessment practice in schools and progressively making it a more dominant way of any certificate examination.
- xv. Fighting Corruption in the larger society.
- xvi. The numbers of invigilators and supervisors should be increased in the examination halls, for proper supervision to be carried out.

2.5 Theoretical Framework

This section consists of the concepts, together with their definitions and reference to relevant scholarly literatures, and existing theories that are used in this particular study. These theories demonstrate an understanding towards the occurrence and socio-implication of examination malpractice among students in tertiary institutions. A case study university of Benin and it also reviews the analytic models that are relevant to the research problem being investigated in this research work.

2.10.1 Social Learning Theory

Albert Bandura's (1960's) social learning theory posits that individuals learn through observation, imitation, and modeling. In the context of examination malpractice, students may observe their lecturers engaging in dishonest behavior during exams and subsequently mimic this behavior. For instance, when students witness lecturers aiding in cheating or turning a blind eye to malpractice, they may internalize these behaviors as acceptable or even necessary to succeed academically. Social learning theory emphasizes the role of social influences, such as the behavior of authority figures like lecturers, in shaping student conduct. In the given scenario, the behavior of lecturers serves as a model for students. When lecturers engage in or condone cheating, students may perceive this as a viable strategy for achieving academic success. For example, if lecturers demand bribes from students or provide unauthorized assistance during exams, students may learn that cheating is an acceptable means of achieving academic goals. Additionally, if lecturers fail to cover the syllabus adequately or set questions that encourage cheating, students may feel justified in resorting to dishonest practices.

Interventions informed by social learning theory should focus on addressing the modeling of dishonest behavior by lecturers and providing alternative models of ethical conduct. This may involve implementing training programs for lecturers on ethical teaching practices, promoting a culture of academic integrity within institutions, and fostering positive relationships between lecturers and students based on mutual respect and trust.

2.10.2 Strain Theory:

Robert Merton's strain theory suggests that individuals engage in deviant behavior when they experience strain or pressure to achieve societal goals without legitimate means. In the context of education, students may face academic pressure to excel without adequate support or resources, leading to strain. This strain may manifest in various forms, including the temptation to cheat to meet academic expectations set by lecturers or parents. Lecturers' failure to fulfill their duty of guiding and directing learning creates strain for students, as they may feel anxious about incomplete syllabi or inadequate preparation for exams. Additionally, lecturers' involvement in malpractice, such as providing access to past question papers or turning a blind eye to cheating, exacerbates this strain by signaling that dishonesty is an acceptable means of coping with academic challenges.

Interventions informed by strain theory should focus on addressing the structural and systemic factors that contribute to academic strain and the normalization of cheating. This may involve providing support services for students facing academic pressure, implementing policies to hold lecturers accountable for unethical conduct, and promoting a culture of academic integrity within institutions.

By applying social learning theory and strain theory to the situation of lecturers' role in examination malpractice, this project can develop targeted interventions to address the root causes of unethical behavior and promote academic integrity within tertiary institutions. These theories highlight the importance of addressing social influences, such

as modeling and strain, in shaping student conduct and emphasize the need for systemic changes to create a supportive and ethical learning environment.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methodology and designs used to carry out the study. Research methodology helps to explain how the study has been carried out, how the research problem has been defined, and what data have been collected with what methods and techniques (Kombo and Tromp, 2006). Methods of analyzing data are also explained. Kothari, (2004) suggested the contents of research methodology to include the research design, population and sampling, instrumentation, validity and reliability of instrument, data collection, methods of data analysis.

3.1 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.

3.2 Population of the Study

The population refers to the total number of people in which the researchers intended to carry out his research on. It is out of the population that the sample is drawn. The population consists of 400 and 500 level part time students' of the department of Social Work, Faculty of Social, University of Benin.

3.3 Sample and Sampling Techniques

The Taro-Yamani formula was used to determine an appropriate sample size for this investigation. Sample sizes should be calculated using the Taro Yamani formula.

$$n = \frac{N}{(1+N(e)^2)}$$

Where n= sample size

N=Population of the study

E=Degree of freedom

1=Constant

Therefore

$$N= 337$$

$$E=0.05$$

$$n = \frac{N}{(1+N(e)^2)}$$

$$n = \frac{337}{(1+337(0.05)^2)}$$

$$n = \frac{500}{(1+337)(0.0025)}$$

$$n = \frac{337}{(1+1.25)}$$

$$n = \frac{337}{2.25}$$

$$n = 149.7$$

$$n = 150.$$

Therefore, the sample size of this study is one and fifty (150) possible respondents. The researcher considered this sample size large enough for this study, taking into consideration statistical analyses. The sample size is considered appropriate for effective management due to time and financial factors.

In carrying out a research work, one has to be bias free; therefore multistage stratified and random sampling methods were used. This method is favored because it is bias free when applied to the research. Questionnaires were distributed to the 400 and 500 level part time student of social work department with the use of this method, 150 students of the population were selected randomly.

3.4 Research Instrument and Administration

The research instrument used in this study is structure questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, section A & B, the first section enquired 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.

3.5 Method of Data Collection

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources were the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications. The reason for using both primary and secondary source of data is, so that the researcher will have concrete and more valid answers to the research questions.

3.6 Validity of the Study and Reliability 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. 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.

3.7 Method of Data Analysis

The data collected will be analyzed using simple percentages. The items will be analyzed one after the other, the simple percentage was used to analyses the data and responses collected from various respondents.

3.8 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

4.0 Introduction

This chapter present and analyze the data gathered from the respondents. It showcases the responses received from different participants. Before delving into the analysis of responses related to the research questions, let first examine the demographic information such as age, gender, and marital status. The collected data will be displayed in tables, organized according to the various items on the questionnaire. The data is interprets and analyze in the contained tables accordingly.

4.1 Data Presentation

Table 4.1: Demographic Information of Respondents

Demographic information	Frequency	Percent %
Gender		
Male	60	40.0
Female	90	60.0
Total	150	100
Age		
20 – 30	45	30
31-40	98	65.3
40 and above	7	4.67
Total	150	100
Marital status		
Single	61	40.7
Married	89	59.3
Divorced	-	-
Widowed	-	-
Total	150	100

Source: Field Survey, 2024

Table 4.1 shows that out of a total of 150 respondents, 60 are male while 90 are female.

In terms of age, out of a total of 150 respondents, 45 of the respondents are within 20-30 years, 98 of the total respondents are within the age bracket of 31- 40 years, and 7 of the respondents are within the age bracket of 41 and above. In terms of marital status, out of a total of 150 respondents, 61 are single while 89 are married, while none of the respondents are divorced or widowed.

4.2 Descriptive Analysis

Question 1: Do examination malpractices impact the quality and credibility of the education system within the Department of Social Work at the University of Benin?

Table 2: Shows the Demographic Frequency Distribution of Respondents with the above Statement

S/N	Questions	Responses	Frequency	Percentage
1	Does cheating during examinations affect the quality and trustworthiness of the education system in the Department of Social Work at the University of Benin?	Yes	90	60
		No	50	33.3
		Undecided	10	6.7
		Total	150	100
2.	Do examination malpractices have a negative impact on the reputation of the education system in the Department of Social Work at the University of Benin?	Yes	70	46.7
		No	55	36.7
		Undecided	25	16.6
		Total	150	100
3.	Do examination malpractices undermine the integrity and effectiveness of the educational programs within the Department of Social Work at the University of Benin?	Yes	90	60
		No	50	33.3
		Undecided	10	6.7
		Total	150	100
4.	Do examination malpractices impact the perception of academic excellence and professionalism within the Department of Social Work at the University of Benin?	Yes	80	60
		No	40	28.8
		Undecided	30	12.2
		Total	150	100

Field Survey, 2024

The data on do examination malpractices impact the quality and credibility of the education system within the Department of Social Work at the University of Benin, table 4.2 revealed that 90 said yes, while 50 said No, and 10 were undecided, as to whether if the agreed that cheating during examinations affect the quality and trustworthiness of the education system in the Department of Social Work at the University of Benin. Similarly, 70 said yes, while 55 said no, and 25 said that they don't know to examination malpractices have a negative impact on the reputation of the education system in the Department of Social Work at the University of Benin. Probing the issue further, respondents were asked if examination malpractices undermine the integrity and effectiveness of the educational programs within the Department of Social Work at the University of Benin the result revealed that 90 said yes, while 50 said no, and 10 said that they don't know. This shows that from the analysis above, that there is a significant relationship between examination malpractices impact on the quality and credibility of the education system in the Department of Social Work at the University of Benin.

Question 2: Do students' personal problems influence their indulgent in examination malpractices?

Table 3: Shows the Demographic Frequency Distribution of Respondents with the above Statement

S/N	Questions	Responses	Frequency	Percentage
1	Can students' personal issues affect whether they cheat in exams?	Strongly agreed	28	18.7
		Agreed	30	20
		Strongly disagreed	62	41.3
		Disagreed	30	20
		Undecided	-	-
		Total	150	100
2.	Do the problems students face impact whether they cheat during exams?	Strongly agreed	15	10
		Agreed	20	15
		Strongly disagreed	60	40
		Disagreed	30	25
		Undecided	15	10
		Total	150	100
3.	Are students more likely to cheat if they're dealing with personal problems?	Strongly agreed	30	23.1
		Agreed	20	15.4
		Strongly disagreed	70	53.8
		Disagreed	20	13.3
		Undecided	10	7.7
		Total	150	100
4.	Does what students go through personally affect their tendency to cheat in exams?	Strongly agreed	42	28
		Agreed	13	8.7
		Strongly disagreed	58	35.3
		Disagreed	27	18
		Undecided	10	10
		Total	150	100

Field Survey, 2024

The result in table 4.3 above shows that most of the respondents gave negative response to the itemized item in table 4.3. Majority of the respondents disagree that students' personal problems influence their indulgent in examination malpractices. Lack of concentration to their books and not reading is the problem of the student's misbehavior of exam malpractices.

Question 3: Does the ineffectiveness teaching and learning method at the University of Benin contribute to students' involvement in examination malpractices?

Table 4.4: Shows the Demographic frequency distribution of respondents with the above statement

S/N	Questions	Responses	Frequency	Percentage
1	Does in effective teaching and learning in schools affects students involvement in examination malpractice?	Yes No Undecided Total	70 25 55 150	70 10 30 100
2.	Do students perceive the effectiveness of teaching and learning methods at the University of Benin, and do they believe these methods contribute to examination malpractices	Yes No Undecided Total	90 50 10 150	60 33.3 6.7 100
3.	Do you believe that students engage in examination malpractice in order to get good results.	Yes No Undecided Total	80 40 30 150	60 28.8 12.2 100
4.	Does the education standard of an institution determine a student's indulgence in malpractice	Yes No Undecided Total	80 40 30 150	60 28.8 12.2 100

Field Survey, 2024

The data on does the does the ineffectiveness teaching and learning method at the University of Benin contribute to students' involvement in examination malpractices, table 4.4 revealed that 70 said yes, while 20 said No, and 50 were undecided, as to whether if the agreed that students perceive the effectiveness of teaching and learning methods at the University of Benin, and do they believe these methods contribute to examination malpractices. Similarly, 90said yes, while 50 said no, and 10 said that they don't know, to you believe that students engage in examination malpractice in order to get good results. Also, to the question to do education standard of an institution determine a student's indulgence in malpractice 80 said yes, 40 said no, 30 were undecided.

Lack of dedication to duty on the part of the lecturers is a serious of examination malpractice, when the lecturers are not qualified for teaching or impacting the right knowledge on the students. Some lecturers are bad examples to their students, and found exhibit bad habit such as lack of sincerity and devotion to duty and collecting money from students. On the other hand some students are in school but they are not willing to learn, thereby skipping there classes and lessons.

Question 4: Does bribery and corruption on the part of lecturers encourage their students to involve their roles in examination malpractices?

Table 4.5: Shows the Demographic Frequency Distribution of Respondents with the above Statement

S/N	Questions	Responses	Frequency	Percentage
1	Does bribery and corruption on the part of lecturers encourage their students to involve in examination malpractice	Strongly agreed	62	41.3
		Agreed	30	20
		Strongly disagreed	30	20
		Disagreed	28	18.7
		Undecided	-	-
		Total	150	100
2.	Do students believe that bribery and corruption among lecturers contribute to creating an environment conducive to examination malpractices	Strongly agreed	60	40
		Agreed	30	25
		Strongly disagreed	20	15
		Disagreed	15	10
		Undecided	15	10
		Total	150	100
3.	Could poor ethical values be suggested as a cause of examination malpractice?	Strongly agreed	70	53.8
		Agreed	20	15.4
		Strongly disagreed	30	23.1
		Disagreed	20	13.3
		Undecided	10	7.7
		Total	150	100
4.	Do you think examination malpractice can be totally eradicated in academic institutions?	Strongly agreed	58	35.3
		Agreed	27	18
		Strongly disagreed	42	28
		Disagreed	13	8.7
		Undecided	10	10
		Total	150	100

Field Survey, 2024

The result in table 4.5 above shows that most of the respondents gave positive response to the itemized item in table 4.5. Majority of the respondents agreed that bribery and corruption on the part of lecturers encourage their students to involve their roles in examination malpractices.

Collecting bribery encourage the students to engage in malpractice, lecturers collecting bribery from student will motivate them not to read rather than to cheat because they believe their money will speak for them. And this affect the student psychological and create academic problems outside, where by a student cannot defend his/her result/certificate obtain from the school, because of examination malpractice.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.5 Introduction

The main aim of this chapter is to summarize the major finding of the research on The Occurrence of Socio-Implication of Examination Malpractice among Students in Tertiary Institutions: A Study of Students in University of Benin. Attempt was made to give certain recommendation, which assist in reducing or curbing of the examination malpractice.

5.6 Summary

The main aim of the study was to examine the occurrence of socio-implication of examination malpractice among students in tertiary institutions: A study of students in University of Benin.

Specifically, the study was to examine the causes of examination malpractice, its effects, what efforts our guardian/parents, society and government have been making to eradicate malpractice in our schools.

However, result showed that students personal problems, peer pressure, inadequate, teaching learning in schools, bribery and corruption on the parts of lecturers and examination officials tremendously lead to causes and perpetration of the behavior of examination malpractices common.

Lecturers and examination officials should be properly trained and taught how to enforce strictly examination ethics by organizing workshops/seminars e.t.c.

Basic teaching materials and good environment for the teaching/learning should be created by school authority to effect good teaching/learning from learners and lecturers.

Fighting corruption in the larger society and in the schools should be a general crusade to be embarked upon by the citizens of this great nation, this will go a long way to eradication the menace of examination malpractice.

The school authority should find a better means of punishing lecturer or erring and examination officials found guilty of the offences of examination malpractice.

Finally parents and guardians on their own part should instill discipline in their children/wards and train them on how to work hard dependably and conscientiously without needing extraneous means.

5.7 Conclusion

It is the candid opinion for the researchers that the moral decadence of examination malpractice in this state and nation can be redeemed if we take cognizance of its cause, effects and suggestions that this study and other contributors or researchers offers on this issue.

The Nigeria society is currently corrupt; the moral value of the society is at its lowest.

The society places great emphasis on acquisition of certificates through any means. This situation breeds and encourages examination malpractice. However, it is the fervent belief that this research has lecturers and school authorities occupy a unique position to curtail examination malpractice in the country. After all it takes in examinations and

lecturers strongly resist such attempts, actualization of cheating objectives will be in futility.

5.8 Recommendation

From the research findings discussed the researcher has come out with the following recommendations, which will lead to the fight against examination malpractices and its effects in our state and the country at large

1. Government and various schools authorities should see it as necessary to create conducive learning environment for students where classes are not crowded, it will be easy to adequately space and supervise themselves during examination.
2. For government, other stakeholders and the society to effectively combat the problem of examination malpractice, the government and the other stakeholders must embark on massive enlightenment campaign against it. The campaign highlighting the disastrous effort of examination malpractice and even market places. It must appear n Television, Video and all other mass media.
3. Preventive and curative guidance and all students in the secondary and tertiary schools in the state and country at large, Oyoloye (1992) suggested that guidance and counseling should be a well recognized number at an army consisting of effective of effective teaching/learning, relevant school and societal activities to combat examination malpractices, competent guidance and counselors should be employed and deployed to counsel needy learners and students who are caught in examination malpractice.

4. Examination misbehaviors attracts penalties that ranges from cancellation of result, suspension, expulsion, termination of appointment or stringent jail terms and (Ezo and Ezeani 1991).
5. In addition to this, is the provision of all necessary educational facilities that can help the teaching learning process like sufficient classroom, and libraries. Denga in her research conducted in (1991) revealed that parents contribute much that that involvement of their children ad wards directly or indirectly. The socio economic situation of the country is making many parents to shy away from their responsibility. Parents could no longer give moral training, parents even sponsor their children to cheat by giving them money to by "expo" or buying the live questions for the children or registering them for examination. It is strongly believed that if they family are responsibly most of the social bills on our society can be minimized in due time.
6. In addition, using examination and certificates, as parameters for employment and admission into higher institutions need to be deemphasized there comes in the role of continue assessment going by its concepts, it has a coding effect that is powerful enough to reduce in due tension and pressure that usually lures students into the temptation of examination malpractices.
7. Effective teaching and learning should be encouraged in our schools. Teaching and learning should be should be acquire a desirable change in behaviours and attitudes of the learners/students, but in our society today, students study only for

them to pass their examination, hence some dubious students involve in examination malpractice with the aim of passing examination. Examination should not test the cognitive aspect only but should include the effective and psychomotor domain of learning, hence students who have plan of cheating will be defected. Examples application of knowledge should be tested also parents have a great role to play in encouraging their wards to read.

8. Parents have a great role to play in encouraging their wards to read, for example, during birthdays and festivals parents should buy books for their wards and encourage them to read the books. The government must resist the issue of public libraries. They must also, encourage the revival of the reading culture by reducing import duties on books and newsprints. Students who engaged themselves in reading extensively are likely to be so self confident that they will not favorably consider getting involved in examination malpractice.
9. Emphasis should be laid on practical knowledge rather than theoretical knowledge. Because practical knowledge test the application of theoretical knowledge in solving everyday practical problem, that is no room for examination malpractice in practical work.

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APPENDIX
DEPARTMENT OF SOCIAL WORK
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN

**THE OCCURRENCE OF SOCIO-IMPLICATION OF EXAMINATION
MALPRACTICE AMONG STUDENTS IN TERTIARY INSTITUTIONS: A
STUDY OF STUDENTS IN UNIVERSITY OF BENIN, FACULTY OF SOCIAL
SCIENCES**

I am a researcher from the University of Benin, Faculty of Social Science, and Department of Social Work carrying on a research on the above stated subject matter. Your assistance is highly needed in arriving at reasonable conclusion in the research work.

Please kindly complete the questionnaire as honestly as you can, your opinion/information supplied will be used purely for research purpose of study and will be treated with confidentiality.

Your co-operation will be highly appreciated.

Thank you.

Yours faithfully,
Collins Kayode ADEPOJU

Researcher

INSTRUCTION

Please read all question carefully and tick selected option as appropriate () in the space provided below each point.

SECTION A

Socio-demographic data/respondent profile

1. Sex: Male () Female ()
2. Age range: 20-30 (), 31-40 (), 41 and above ()
3. Marital status: Single () Married, () Divorced (), Widowed ()

SECTION B

4. Does cheating during examinations affect the quality and trustworthiness of the education system in the Department of Social Work at the University of Benin? Yes [] No [] Undecided []
5. Do examination malpractices have a negative impact on the reputation of the education system in the Department of Social Work at the University of Benin? Yes [] No [] Undecided []
6. Do examination malpractices undermine the integrity and effectiveness of the educational programs within the Department of Social Work at the University of Benin? Yes [] No [] Undecided []
7. Do examination malpractices impact the perception of academic excellence and professionalism within the Department of Social Work at the University of Benin? Yes [] No [] Undecided []
8. Can students' personal issues affect whether they cheat in exams? Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed [] Undecided []
9. Do the problems students face impact whether they cheat during exams? Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed [] Undecided []

10. Are students more likely to cheat if they're dealing with personal problems? Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed [] Undecided []
11. Does what students go through personally affect their tendency to cheat in exams? Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed [] Undecided []
12. Does in effective teaching and learning in schools affects students involvement in examination malpractice? Yes [] No [] Undecided []
13. Do students perceive the effectiveness of teaching and learning methods at the University of Benin, and do they believe these methods contribute to examination malpractices? Yes [] No [] Undecided []
14. Do you believe that students engage in examination malpractice in order to get good results.? Yes [] No [] Undecided []
15. Does the education standard of an institution determine a student's indulgence in malpractice? Yes [] No [] Undecided []
16. Does bribery and corruption on the part of lecturers encourage their students to involve in examination malpractice? Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed [] Undecided []
17. Do students believe that bribery and corruption among lecturers contribute to creating an environment conducive to examination malpractices? Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed [] Undecided []
18. Could poor ethical values be suggested as a cause of examination malpractice? Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed [] Undecided []
19. Do you think examination malpractice can be totally eradicated in academic institutions? Agree? Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed [] Undecided []