

CAUSES AND EFFECTS OF EXAMINATION
MALPRACTICE AMONG STUDENTS IN
UNIVERSITIES AND COLLEGES OF
EDUCATION

(A Case Study of Niger State College of
Education)

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A PROJECT SUBMITTED TO
DEPARTMENT OF ECONOMICS
SCHOOL OF ARTS AND SOCIAL SCIENCES
NIGER STATE COLLEGE OF EDUCATION
MINNA

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**A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF ECONOMICS, SCHOOL OF ARTS AND SOCIAL
STUDY, NIGER STATE COLLEGE OF EDUCATION, MINNA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF NIGERIA CERTIFICATE IN EDUCATION (NCE)**

APRIL, 2021

APPROVAL PAGE

This research has been read and approved in partial fulfillment of the requirement of the award of Nigerian Certificate in Education in the Department of economics, School of Arts and Social Study, Niger State College of Education Minna.

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Project Supervisor

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Sign/Date

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Project Coordinator

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Sign/Date

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Dean of

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Sign/Date

DEDICATION

This project is dedicated to Almighty Allah, the creator of Heaven and Earth. He who gave us wisdom, knowledge and understanding to be among the successful people and seen us throughout our program of studies.



ACKNOWLEDGEMENT

We wish to appreciate the Almighty Allah who gave us the grace right from the beginning of our National Certificate of Education (N.C.E) program till the end. We also use this medium to thank our parents, beloved brothers and sisters, for their prayers and support in all aspect throughout the course of our study.

We also appreciate the efforts of our project supervisor whose through his guidance and support led to successful completion of this project work.

Finally, we will also like to appreciate our course mates and also our friends in Niger state College of Education Minna, who have contributed in so many ways to the completion of my project work, May God bless you all (Ameen).

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This project titled cause and effects of examination malpractice among universities and college of education. (a case study of Niger State College of Education Minna). It is an attempt to find out the causes, effects and pattern of examination malpractices in universities and college of education with particular reference to C.O.E Minna. The study examined types of examination malpractices, causes and effect among students engaging in examination malpractice. The study employ cluster sampling techniques in dividing Niger state college of education into various schools and questionnaire methods were both adopted in collecting data while simple percentages were used in analyzing the data. Finding from the study recommend that student examination hall lead to examination malpractices. Hence the study recommend that student involved in examination malpractices should be expelled from schools is one of the possible ways that can curb, reduce or avert frequent occurrence of this problem of examination malpractices in Nigeria.

ABSTRACT

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This project titled cause and effects of examination malpractice among universities and college of education. (a case study of Niger State College of Education Minna). It is an attempt to find out the causes, effects and pattern of examination malpractices in universities and college of education with particular reference to C.O.E Minna. The study examined types of examination malpractices, causes and effect among students engaging in examination malpractice. The study employ cluster sampling techniques in dividing Niger state college of education into various schools, and questionnaire methods were both adopted in collecting data while simple percentages were used in analyzing the data. Finding from the study revealed that overcrowding examination hall lead to examination malpractices. Hence the study recommend that, student involved in examination malpractices should be expelled from schools is one of the possible ways that can curb, reduce or avert frequent occurrence of this problem of examination malpractices in Nigeria.

CHAPTER ONE

1.0 INTRODUCTION

Niger State College of education, Minna was established as an advanced Teachers College about 36 years ago, by defunct North Western State Government when there was need to establish an additional advance Teachers College in the state in order to meet the teachers' needs in the state.

First batch of students admitted into the College reported in November, 1975. In 1983, the college was up-graded to the status of College of Education by the defunct civilian government in the second republic through the Edict No3 of 1983. The nomenclature of the principal of the college was changed to the provost and that of the administrative secretary to the registrar.

Late Dr. Umar Sanda Ahmadu , was the first principal and later provost of the college followed Dr. Gambo .T. Yusuf in 1988, Dr Bukar Emmanuel Naroka Dauda in 1993 and professor Ibrahim Kolo in 2001, presently Dr. Haruna Faruq.

Alhaji Mohammed Abubakar Giwa was the first Administrative secretary and later registrar of the college. After which Mal. Jimada followed by Alhaji Ismail Mohammed Lawal in August 1993. By 2005 Mall. Mohammed Yusuf Makusidi while Mallam Alhassan Dalhatu Umar was appointed in January, 2009. The college offer several courses leading to the award of Nigeria certificate in Education, Diploma certificate and undergraduate degrees in education.

1.1 Background of the Study

Examination malpractice has been the bane of the Nigeria education system for quite a long time. It is therefore germane to say that the greatest threats to the Validity and integrity of

examination, the authority of the certificates issues and the reliability of the products of the Nigerian education system is the prevalence of examination malpractice. Examination malpractice is thus threatening the existence of our educational system and the dignity of the Nation.

Examination Malpractice do not constitute a new phenomenon now in Nigeria, it is spreading like fire to even the highly recognized examination bodies like the West African schools Certificate examination council (NECO), Joint admissions and Matriculation board (JAMB) etc. The first documented examination malpractice in Nigeria was the leakage and it involves both male and female students.

However, the issue becomes a matter of seriousness and public concerned. During the 2010 – 2011 academic session with the infamous shocking, the Executive governor of Niger state, the chief servant, Dr. Muazu Babangida Aliyu lamented to the college provost can the issue of producing a quack and inefficient graduate from the college. In fact, this is not the fault of the college lecturers but rather Examination Malpractice among the students in the college.

1.2 SIGNIFICANCE OF THE STUDY

Examination malpractice is obviously a persistent phenomenon in school, colleges and universities in Nigeria, Niger state College of Education Minna in particular is not in exception, efforts have been intensify to reduce the degree of examination malpractice committed in all levels of studies yet the problem persist even at higher rate, the need to device measure become necessary to combat these problems. Therefore the objectivity of this study is to find alternative and recommend possible ways of reducing to some extent the problems of examination malpractices.

As such the study is to:-

- i. Identify the various examination malpractices exhibited by students of higher institution, Niger state college of education in particular.
- ii. Identify the causes and factors influencing student's involvement in examination malpractice in Niger state College of Education, Minna.
- iii. Showcase the effects of examination malpractice on the students of Niger State College of Education.
- iv. Suggest further measure which if use will lead to the eradication of examination malpractice in Niger State College of Education, Minna.

1.3 OBJECTIVE OF THE STUDY

The research is to identify the type of examination malpractice, causes of examination malpractice effects and suggest possible way or remedies to examination malpractice in Niger State College of Education, Minna currently. The research is examining the way in which this can affect the name of the institution and the standard of the education at large.

The research also intends to be of benefit to the staff and students of the institution extending to the society, thus, create and install confidence to the students, that they can pass their examination without engaging in any act of examination fraud and at the end of their course they should be able to defend what is acquired i.e certificate.

That will bring about recognition and credibility to the lecturers, institution and the certificate awarded by the college. Improve and maintain the standard of education, improvement of inputs and outputs to manpower in relation to education sector and even to the socio-economic productivity.

1.4 Research Question

The researcher views it necessary to channel the course of the research through the following hypothesis:-

- i. Is any relationship between students population and examination malpractice in C.O.E Minna?
- ii. Is there any significant relationship between student's attitude to studies and examination malpractice?
- iii. Is the type of sanctions against examination malpractice affects occurrence of examination malpractice?
- iv. Whether there is relationship between examination malpractice and qualities of National certificate in Education (NCE) products.

1.5 Rational of the study

The study becomes rationale for the fact that the level of examination malpractice in institution of higher learning is moving at alarming proportion and its effect are being felt by; students who could not defend or put to practice what they claimed to have as their children. Lecturers also can no longer use examination result as a yardstick for measuring the academic achievement and progress of the learners and the society's position is at damage.

The study will tremendously assist the government in finding the everlasting solutions to these ugly problems of examination malpractice.

This study will serve as added information to whoever wants to carryout a research on this topic.

Of the senior Cambridge local examination in 1914. This was 38 years before WAEC was established. JAMB has been having its own share of examination malpractice since its inception in 1978, the National Teacher Institution (NTI), has witness as much malpractice as JAMB examination was organized from NTI'S based in Kaduna, 1985, the result of 3,385 candidates who created were cancelled. 2230 in 1986, 947 and by 2001, the numbers of cases has increased ten fold in all Nigerians institution of learning. Between 2001 to 2011 the cases reported from virtually all institution of learning in Nigeria have increased a hundred fold.

The incidence of malpractice are not confined to WAEC,NECO,NTI examinations alone but other examination bodies have had their own bitter experience though, they may not attract media attention, what goes on within the schools system is even worse than the public conducted examinations. Tertiary institutions have experience their own shares, University of Benin teaching hospital in 1986, 11 female and 3 male students were arrested for cheating in a final year nurses examination which was later cancelled nationwide.

Final year Economics student of University of Lagos was arrested in 1988, at the Federal Polytechnic, Ado-Ekiti as he was writing a semester examination for a part one Accounting student. The Lagos state University was not left out as it expelled 24 students for examination malpractice in 1988. It is obvious from the above that most Nigerian adults and students are involved in one form of examination malpractice or the other. However, Examination malpractice is an international phenomenon, David Ogon the secretary of Uganda National examination board in 1994 confessed that fighting examination malpractice in Uganda was just like fighting a real war.

Ismede(1987) confirmed that examination malpractice constituted one of the biggest problems facing JAMB. Omotosho (1990) does not see examination malpractice as a now

phenomenon in Nigeria but is disappointed at the disheartening wave of malpractice sweeping across the entire education system.

From the foregoing, one can understand why the students of college of education, Minna are not being left out.

Though noticed recently in the college, as from 2005 to 2011, the problem has assumed a very serious dimension, hardly can a test be conducted even a common assignment pass without cheating not to talk of semester examination, malpractice takes place many forms.

1.6 The Scope and Limitation of the Study.

The study focus on the causes and effects of examination malpractice among students in Universities and college, the study will be carry out to survey the characteristics, mannerism as well as attitudes of Niger State College of Education (COE) students towards examination malpractice to both the student and the staff respectively.

The study is limited only to the available information with authentic sources either through interview or available literature that are relevant to the topic under investigation. As part of the limitation of this study, is inability of the researcher to have face to face encounter with how certain examination malpractice is taken place or how is been done.

The study is limited also, to only Niger state College of Education (COE) Minna, perhaps a more comprehensive study cutting across large part of the state or nation would have had a slightly different result. The later would have been the ideal thing to do as well the state. Hence it will be necessary to do further study with the large group that will be down from all the universities and colleges in the state.

The study is obviously limited to the level of researchers understanding and educational attainment because there is no monopoly in knowledge, it is a continuous process and wide.

1.7 DEFINATION OF TERMS

- I. **EXAMINATION MALPRACTICE:-** this is defined as examination leakages, cheating, impersonation, certificate forgery e.t.c adding that any candidate who indulges in any of them does so in order to have undue advantage over candidates.
- II. **WASCE:-** West African Secondary Certificate Examination.
- III. **NECO:-** National Examination Council.
- IV. **JAMB:-** Joint Admission Matriculation Board.
- V. **WAEC:-** West African Examination Council.
- VI. **NTI:-** National Teacher Institute.
- VII. **NCE:-** National Certificate in Education
- VIII. **COE:-** College of Education

CHAPTER TWO

A REVIEW OF RELATED LITERATURE

2.0 Introduction

Every examination is guided by a code of conduct or ethics which is translated into rules and regulations. Breaking the rules and regulations result to examination regulation.

In fact, it is worthy to search for related and documented information on the subject of research "examination malpractice" it is an attempt to bring to the notice of the researchers the existing work on the researchers to work tirelessly on the topic. More so the important and information that has to do with examination malpractice will be emanated through the review of related literature on the problem of examination malpractice in order to create good awareness or better understanding of the entire topic.

According to Shonekan (1996), " Examination malpractice or examination fraud are classified as when irregularities are pre-assigned and carried out by the candidates or their agents with the intention of gaining undue advantages in examination.

2.1 Conceptual Review

The evolution of examination malpractice can be traced back to the time when certificate is used as an evidence of suitability for employment and admission to the next level of schooling.

Adeyegbe (1994) noted that, the first recorded incidence of examination malpractice was in 1914 through the leakage of the Cambridge school certificate examination (Usman, 1994) In 1963 two papers in the first school leaving certificate were leaked. There was also the school

certificate examination question paper in 1967, Ahmed (1996) said that the recorded incidence of examination cheating both in sense and form were relatively few and much less frequent”.

When compared with present situation, no education fraud has for a long time been a global predicament.

The Nigerian guardian in an article captioned “curbing examination malpractice is a must for all Nigerian,” stated that until 1967, incidents of cheating in examination was just a drop in ocean.

The cases were too few to national attention. The year 1976 marked the beginning of government onslaught against malpractice. There was a mass leakage of the school certificate examination papers and the Gowon administration was force to constitute a panel of enquiry led by retired Chief Justice Sir Darnley Alexander, in 1977 there was another mass leakage probed by Justice S.O Sogbetun panel. Ever since examination malpractice has been on the increase.

Omotosho (1990) does not see examination malpractice as a new phenomenon in Nigeria, but she is disappointed at the disheartening wave of malpractice sweeping across the entire educational system.

In view of all these, one can say that examination malpractice was first experience in a large scale at the school leaving certificate and it is also correct by saying that examination malpractice is a transition from basic and tertiary level.

2.2 Theoretical Framework

Okorie (1984), examination malpractice is one of the causes of poor performance of students in (SSCE). It has affected the educational system deeply that one time in 1977, the federal

Military Government of Nigeria set-up the justice subgenre, tribunal to handle all causes of examination malpractice identifying the causes, and make recommendation to the government. The said examination malpractices do appear in different form.

For example, cheating in examination hall, impersonation, going in search of paper from WACE officials, bringing inside the hall materials relating to examination to be taken, this will be in turn deviate their mind from reading their books and based their attention and minds on examination malpractice.

This go a long way inhabiting their performance in (SSCE), because, at times, WACE officials might be strike on bringing out the question paper for the student, in that process they will all fall. Examination malpractices in secondary schools has assumed alarming proposition in recent times. Students no longer study their books but rely on examination malpractices to pass their exam to a large extent it has become a societal problem that has defile solution. This is become almost all the stakeholders are in one way or the other involved in this trend. This means that the students, the teachers, the parents are all involved. This is why it has become almost impossible to stop examination malpractices in secondary schools, for instance there are cases where some parents purchase examination question papers for their wards. This may sound incredible but that is the stark reality of our times. In the same vein there are cases where some principal even organize massive examination malpractices during external examination the SSCE or NECO for their students. There are also some cases where teachers are bribed by either the student or the parents to indulge examination malpractice.

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G.O.E. MINNA

This has 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.

The major causes of examination malpractices are laziness of students, a situation where seriousness is thrown to the wind by many students. Most of them have little time for their studies while spend their time attending parties and forming groups who engage in mischievous activities. There is large population of students in many schools but the few who do very well may be promoted into higher class. Students cheat therefore to excel over their mates. Many students are desperate thinking that passing the examination is a do or die affair. They want to excel by all means. Some want promises from parents fulfilled other wanted to be on TV or newspaper as the best in one form of examination of the other.

Syllabus in many subjects such as physics, chemistry etc is wide and difficult for teachers to cover and the school period is shortened by holidays, shift system and late resumption by students, inadequate preparation for exams. In a number of schools the teacher are few and specialized ones are fewer so students are not adequately prepared for the examination.]

Lastly there is a general trend in our society towards cheating and this is encouraged by almost all members of the population. The evil effects of examination malpractices cannot be over emphasized, crating and resourcefulness are hampered. It wrecks great havoc on the social, religious, economic and political lives of Nigerian. Employees are engaged in job they are not suited for since the certificate they claim to possess are not merited.

2.3 Empirical Review

Examination malpractice has been defined differently by many authors, this dynamic definition among others is as follows:-

According to Ndayelechi (2010), in analysis of some contemporary issues in Education, examination malpractice is defined as the illegal use of certain materials or things such as prepared notes, textbooks, GSM and certain acts such as writing on laps, palms, cloth, ceiling board or desks, speaking to partners, giraffing, copying, receiving help from supervisors, impersonation by students during examination, to exercise them having higher grades or pass the examination.

Madiabum (2001), sees examination malpractice as “an improper practices carried out before during or after any examination by an examinee or others with the view to obtain good result.”

However, Nigerian herald of April 27, 1973, in its editorial, defined examination malpractice as “any form of students cheating before at, during and after examination. Anybody or person who aid and abets cheating as described above is also guilty of examination malpractice.

Decree No 2 of 1980 stated trust examination malpractice is related.

During or in anticipation of any examination:

1. By any fraudulent tick or device as in abuse of his office or with intend to unjustly enrich himself or any other person procure any question paper procedure or intending for use of any examination of person. So, whenever that is charge for an offence under this paragraph, it is immaterial that the question paper concerned is proved to be false, not genuine or not related to the examination in question.

2. By any false presence or with intent to cheat or secure an unfair advantage for himself or any other person procures from any other person to deliver to himself or another person question paper intended for use at any examination.
3. By false pretence, intent to cheat or unjustly enrich himself as any other person or any other purpose or for any purpose whatsoever buys, sells, processes or otherwise deal with any question paper in respect of any particular examination.

Above stated definition of examination malpractice as provided in Degree no 2 of 1984, emphasized only on the issue of examination question paper which is a segment of examination malpractice because today there are various forms of examination malpractice therefore, it may be different for any calspit to be persecuted under the law if she/he commits any form of examination malpractice which is not stated in the degree. If attempts taking the technical fraud.

Thus, in 1977, the federal Ministry of Education conducted a research/ investigation into the issues of wide spread of examination malpractice under the chairmanship of Mr. Justice S.O Sogbotun

In that enquiry all the activities in the definition were categorized as leakages. By examination leakage the tribunal of enquiring all the activities means "where there are authorized for knowledge of question paper before the papers are taken". But the perfection of the system makes a candidate who intends to cheat during an examination need not to have fore knowledge question paper before bringing material to the examination hall. These could be collusion between two candidates or between a candidates and an examination official.

Olagunju et al, cited in Suleiman and Abdulazeez (1997) that examination malpractice is the absence of adherence to the rules and regulations guiding the conduct of an examination. On his own part Auguem (1999) defines examination malpractice as "any dishonest or deceitful act by

a candidate or any person to contravene existing rules/regulation in order to obtain undue reward for one self/others is any form of assessment or examination in the education system simply put.

The West African Examination Council (WAEC) has its own definition distinguished between examination irregularities and examination malpractice. This was explained in the paper presented by Shonekan 1996 as follows:-

Any acts of omissions or commission which contravene the stipulated rules and regulations to the extent of undermining the validity and reliability of the test ultimately the integrity of the certificates use by WAEC are considered as examination irregularities. Irregularities which are premeditate and perpetuated by the candidate on their agents intention of gaining undue advantages in the examination are classified as examination malpractice with the above definitions, examination malpractice could be considered as "examination leakages, cheating, impersonation certificate forgery, adding to this context the listed acts are behaviors involves by the examiner and examiners in all attempts to have undue advantage over others.

2.3.1 A Review on the Patterns of Examination Malpractices.

Examination malpractices have been discovered to take many forms. It is not intention of this research to fully describe the format so as not to pave way for encouragement. The following are some forms of examination malpractice in our institutions.

- i. **ABRACADABRA:** The use of charms or magic which we the invigilators may not see or know.
- ii. **BODY AID:** Jotting points on one's body or dress.
- iii. **CONTRACT:** A friendly teacher helps in influencing the student's grade.
- iv. **CNN:** sharing answers within a connected group.

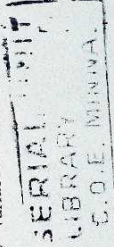
- v. **COMPUTO:-** use of multipurpose calculator.
- vi. **DUBBING:** copying from other's paper or from another paper brought in by the student.
- vii. **DIRECT ACCESS:** HINTS provided by the examiner.
- viii. **GIRAFFING:** sticking out one's neck to see another person's work.
- ix. **LIVE WIRE:** access to hire questions before examinations.
- x. **LATTERAL CONNECTION:** a bright student surrounded by other students.
- xi. **MISSLE CATCH:** throwing rounded pieces paper around in the examination hall.
- xii. **MERCENARY SERVICE:** one student writing for another. (Impersonation).
- xiii. **RANK XEROXING:** one students writing for another student word for word.
- xiv. **STROKE:** Students pretending to be ill to win examiner's sympathy for more marks.
- xv. **SWAPPING:** exchanging answer booklets.
- xvi. **SIGN LANGUAGE:** Use of signs or fingers for answers especially objectives.
- xvii. **TATOO:** answers are written on tender part of the body.
- xviii. **TIME OUT:** going out of the "toilet" to read up answers.
- xix. **TABLE TOP:** writing expected answers on the desk before the examination starts of examinations.

There are post examination malpractice which takes various forms including enclosing some money or photographs and addresses by some female students promising the examiner by the candidates so that they can "cook" marks for them. In some cases computer operators are not left out while some parents do trace their children's scripts in order to see what can be done.

2.3.2 A Review Causes of Examination Malpractice:

The primary causes were mainly operational involving the administration and security process employed in setting moderation, printing, storage and distribution of live questions paper including the weakness of our school system resulting in ill preparedness.

According to public views, teachers were the secondary cause of examination malpractice because; teacher is a person whose role is usually not appreciated by members of the society, because he does not handle the hopeless cases like the doctors or teachers is not very important. The teacher is an educationist and a subject specialist, they see teachers as the entrepreneur and transmitted of the cultural values of the society so in the classroom in the school and in the general public. The teacher shapes the morals, character and personality of their students who see them as their role model. However, today in Nigeria, the teacher abandoned responsibilities even the primary duty of impacting knowledge is replaced with incessant strike in our institutions of learning due to absolute neglect by government. Teacher has therefore successfully combine teaching with other business to keep at least in the murky waters of Niger inflation. The consequence is that students are poorly taught, syllabus not covered moral and character development become lax and eventually become manifested in various forms of examination malpractice. Curriculum content, language of instruction channels of communication, method of presentations and evaluation. Where any of these fail of function, vacuum is created. Thus, constituting hindrance or barrier to the teaching/learning process, personal biases, poor evaluation system, physical and mental discomfort limitation of the learner, external distraction e.t.c are variables that can badly affect classroom communication.



Other major causes of examination malpractice according to Ndayelechi (2010), includes the followings

1. Loss of confidence/nervousness/ anxiety:- many student's, who having read well, suddenly discovers that as the examination time gets nearer, they seem to lose confidence in their abilities and become confused, now resort to copying or cheating in all ramification during the examination.
2. Family Background:- some parents who are of higher class level tend to make their children pass by any means such as through bribery and other forms of illegal just to make sure that their children pass the examinations.
3. Lack responses to teacher's question: when a question is thrown open, they wait for the "best students" to answer, at the time of examination some of this group of students get lost and waiting assistance from their brilliant counterparts.
4. Inadequate modern education facilities and qualified teachers: in an institution, where there are inadequate number of qualified teachers and teaching materials/equipment (laboratories for practical's), textbooks for consultations; library et cetera, students are liable to be left idle in terms of learning, this attitude will definitely abet examination malpractices as they have not had lectures nor enough materials to read in order to prepare for the examination.
5. Carryover of the bad attitude of cheating from their secondary schools:- some secondary schools principals give a nod to cheating during examination especially the village secondary schools. This attitude encourages students from urban centers to go down to village schools to write their examinations. They only need to pay extras

- charges and they are sure of their better grades. This attitude is ignorantly carried over to higher institutions.
6. Inability to cover syllabus:- a student could be tensed up in the examination, if he or she doesn't cover may lead cheating during the examination.
 7. Lack of reading habit:- Generally, reading culture/habit among students has drastically diminished. In that vein, most students prefer to copy from the hard working contemporaries or employ other strategies of cheating.
 8. Student's interactions: through interaction students create phobia due to misinformation by those who had failed certain subjects, when a senior student has been intimidated by a particular subject, he or she would tell the junior ones, and how difficult the examination is likely to be. No matter how well the students has read, tension could mount as the examination is about to start, the student as the examination is about to start, the students starts to look for an alternative method to pass the examination.
 9. Emphasis on certificate/paper qualification:- the governments emphasis on the need for certificate is making everybody crazy. Everybody wants this certificate whether trained and qualified or not.
 10. Lack proper supervision during examination.
 11. Poor instructions on the question paper.
 12. Crowded work load on teachers and students.
 13. Un-announced tests.
 14. Inability to cope with school work.
 15. Lack of understanding of the questions.
 16. Live questions being leaked by the examination bodies.

Above all, the fear failure grips some students even though they have read well. For some it could be stern warning parents or home that should they fail, they will be penalized as such students tend to look for an alternative measure to passing examination in order to impress their parents.

2.3.3 Reviews on the Effects of Examination Malpractice

The effect of examination malpractice in the educational system of a country is a grievous one. Apart from the distorting effects these malpractices can have on the psychometric properties of our texts, we are more worried about their grave negative impact on youths. Giving youths the impression that they cannot do well in an examination unless some outside help is arranged for them is tantamount to killing their self confidence.

1. Examination malpractice may land an examinee or the culprit in a case leading him/her to go behind the bars from 21 years following the decree enacted in 1984 by General Buhari regime.
2. Examination malpractice can also lead to cancellation of particular results or the entire results of a school.
3. Examination malpractice, when discovered, can lead to expulsion or dismissed of students concerned from the institution.
4. Social malice: It can cause or encourage armed robbery unemployment and drug addiction as well as delinquency among youth in the country.
5. Post examination disaster: this may happen when a student of medicine who passed certain examination based on the course, but through cheating was later awarded his degree. On

security his job, he is required to administer treatment on patients. Such unfortunate situation could trigger disaster. This referred to as "putting round pegs in square hole".

6. Abundance of unqualified/corrupt government workers: those who did not practice read and did well in their school days turn out to be corrupt since they do not know the aim and the importance of their profession right from the beginning. For this, they work just to receive salary, not caring for the success or any development of their profession, since they do not have enough knowledge about their field, but would keep bribing others to maintain their jobs. This attitudes leads to low productivity per capital income of the nation.
7. Guilty conscience and low self esteem: Most personnel, who might have cheated in examinations during the school times, must have it in mind throughout their live. This affects their emotional thoughts in terms of education and how they manage to get their qualification.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher outlined the method used in the course of this research. The causes and effects of examination malpractice among student's universities and colleges of education.

Thus the researcher critically re-examine the available records and survey on the prevailing conditions of the students of Niger State College of Education, Minna, in order to arrive at certain decision and conclusion on what is the effect of examination malpractices in general. Also the researcher examines the causes and effects of examination malpractices to the students after their graduation.

The researcher designed and structured the strategy of investigation so as to obtain answers to questions. Research method and procedures serve as a minor to the readers, who see the dissertation or work through it. In another word a research design can be linked to a building plan which guides the builder at every stage of the construction such that type of building constructed is exactly the same as designed on a paper.

3.2 Research Population and Sampling Procedure

Population of this research refers to all elements people or objects of interest in given study. It could be finite or infinite, countable or uncountable.

Thus, the population of this study include the entire COE community especially the students, examination officials, HOD's lecturers and students.

Molaiye (1986) observed that, in almost all instances in education al research, it is virtually impossible to study a whole population, but portions of population are usually studied findings are generalized.

A portion of population selected is called sample and methods of its selection is referred to as sampling technique.

The population of this study is total population of staff both academics and non-academics and students of Niger State College of Education Minna.

Olamiye (1988) described the opportunity samplings as a technique in which you use only individuals who happen to come to you, or those who happen to come to you, or those who happen to be there around you when you are carrying out your study, you take what you can find and you are content with it. He also regards the opportunity sampling technique as economic and convenient , especially when dealing with large and scattered population like area under this study.

3.3 Sample and Procedure

The researcher used stratified sampling covering the entire COE schools while random sapling techniques were used to ensure adequate wide presentation.

The total number of 100 questionnaires was used. 70 questionnaire were administered for students while 30 for lecturers school of art and social science students and school of education students answered 15 questions per school while school of vocational, technical and sciences answered 10 questions per school.



3.4 Instrument for Data Collection

the researcher explains the tool used in collection data for the study so as to produce the desired result. The primary source of data in this study focuses most on questionnaire and interviews. On the other hand the secondary source of data includes extraction from available materials such as textbooks, English dictionaries, encyclopedia, newspapers, magazines, journals e.t.c facts and data collected from various sources were compared, sensitized and compiled. Further elaboration of facts is done where necessary.

However, the researcher succeeds to administer a closed form or structured questionnaire, which provides for a short response yes or no checking an item from a list of suggested responses.

The logic behind the researcher choosing this type of questionnaire is that it is easy to fill out, takes little time, keeps the respondents on the subject, relatively, fairly, easy to tabulate analysis and above all satisfactory.

3.5 Validity of the Instrument for Data Collection

According to (Obimba, 1989) validity refers to the answer to which the result of a test indicates that the research measures what it is required to measure.

Validity can also be defined as the degree to which the result accurately, efficiently and globally measure what they are intended to measure.

For example, a research is valid for measuring chemistry knowledge if the research items in any other subject area and most include items on all aspects of chemistry on which the research is based and which have been studied by the students.

The problem of examination malpractice has over the years grown giant satanic roots. Spreading its talent to even the most reserved of Nigerian's institutions of learning and examination bodies like Nigerian law school. Between 2008 and 2011, the cases of exam malpractice reported from virtually all institutions of learning in Nigeria have increased a hundred fold. Incidents of examination malpractices are increasing tremendously every year.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Presentation and Interpretation of Findings

This chapter is concerned with the analysis of data collection which is done using the instrument described earlier. One hundred (100) questionnaire were distributed out, seventy (70) pieces for students and thirty (30) for lecturers.

4.1.1 Analysis and Interpretation of Students Questionnaire (student's personal data)

The researcher make use of these variables i.e sex, age, school and level of students while sex, rank and qualification was used for lecturers to enable the researcher get accurate information concerning the research topic in question.

Table I sex

Students			Lecturers			Overall total/percentage	
Sex	Response s	Percentage	Sex	Response	Percentage	Total	Total %
Male	40	40%	Male	16	16%	56	56%
Female	30	30%	Female	14	14%	44	44%
Total	70	70%	Total	30	30%	100	100%

Source: Field Survey, 2016

The above table shows that 40% of the respondents who are students are male while 30% are female that responded to the questions. 16 % of the respondents who are lecturers are male while 14% of them are female.

Table 2 level of students/qualification of lecturers

The respondents made use of these variables to determine the level of students and qualifications of lecturers in which they belong in the schools, so as to get accurate response.

Students			lecturers			Overall total/percentage	
Level	Responses	Percentag e	Qualification	Response	Percentag e	Total	Total %
100	14	14%	B.ED	07	07%	21	21%
200	24	24%	M.ED	15	15%	39	39%
300	32	32%	PHD	08	08%	40	40%
Total	70	70%	Total	30	30%	100	100%

Source: Field survey, 2016

From the table above, 14% of the students who answered this question were from 100 level, 24% are from 200 level and 32% from 300 level 07% of the lecturers are BED holders, 15% are M.ED holders while 08% of them are PHD holders.

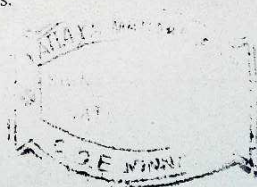


Table 3. Age of Students/Lecturers

Students			Lecturers			Overall total/percentage	
Age	Response	Percentage	Age	Response	Percentage	Total	Total %
18-25	30	30%	18-25	0	0%	30	30%
26-35	20	20%	26-35	10	10%	30	30%
36- Above	20	20%	36- Above	20	20%	40	40%
Total	70	70%	Total	30	30%	100	100

Source: Field survey 2016

From the above table, the respondents within the age range of 18-25 are counted 30% and 26-35 are also 30% while the age range of 36 and above are 40% which are the majority in the age distribution.

Table 4. showing the distribution of students and lecturers schools.

Students			Lecturers			Overall total/percentage	
Schools-	Response	Percentage	schools	Response	Percentage	Total	Total %
Art & SOS	15	15%	Art & SOS	5	5%	20	20%

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Education	15	15%	Education	5	5%	20	20%
Languages	10	10%	Languages	5	5%	15	15%
Sciences	10	10%	Sciences	5	5%	15	15%
Technical	10	10%	Technical	5	5%	15	15%
Vocational	10	10%	Vocational	5	5%	15	15%
Total	70	70%	total	30	30%	100	100%

Source: Field survey, 2016

From the table above 15% of student were administered from school of Art & Social Science and school of education while 10% was administered from school of languages, science, technical and vocational while for the lecturers, 5% was administered from each school.

Table 5: Teachers laxity in the exam hall increase the rate of examination malpractice among students

Students			lecturers			Overall total/percentage	
Response	Total	Percentage	Response	total	Percentage	Total	Total %
A	40	40%	A	15	15%	55	55%
SA	22	22%	SA	06	06%	28	28%
D	05	05%	D	06	06%	11	11%

SD	03	03%	SD	03	03%	06	06%
Total	70	70%	Total	30	30%	100	100%

Source: Field survey, 2016

From the table above 40% of the respondents who are students agree, 22 % of them strongly agree, 06% disagree and 3% strongly disagree that teacher's laxity in the examination hall increase the rate of examination malpractice among students.

Table 6: Overcrowding examination hall in relation to examination malpractice

Students	lecturers			Overall total/percentage		
	Total	Percentage	Response	total	Percentage	
A	15	35%	A	14	14%	49%
SA	31	31%	SA	16	16%	47%
D	03	03%	D	00	00%	03%
SD	01	01%	SD	00	00%	01%
Total	70	70%	Total	30	30%	100%

Source: Field survey, 2016

From the above table, 35% of the respondents who are students agree, 31% of them strongly agree 03% disagree and 01 % strongly disagree of the respondents who are lecturers agree, 16% of them strongly agree 00% disagree and 00% strongly disagree that overcrowded examination hall can cause examination malpractice among students.

Table 7: Showing the rate at which the increase in examination malpractice affected our institutions of learning .

Students			lecturers			Overall	
Response	Total	Percentage	Respos e	total	Percentage	Total	Total %
A	27	27%	A	16	16%	43	43%
SA	36	36%	SA	09	09%	43	43%
D	05	05%	D	04	04%	09	09%
SD	02	02%	SD	03	03%	05	05%
Total	70	70%	Total	30	30%	100	100%

Source: Field survey, 2016

From the table above, 27% of the respondents who are students agree, 36% of them strongly agree, 05% disagree and 02% strongly disagree. 16% of the respondents who are lecturers agree, 09% of them strongly agree, 04% disagree and 03% strongly disagree that the rate at which examination malpractice is increasing also affect our institution of learning.

Table 8: Showing the consequences of examination malpractice on the individuals institutions of learning, communities and the country as a whole .

Students			lecturers			Overall	
Response	Total	Percentage	Respos	total	Percentage	Total	Total %

A	30	30%	A	13	13%	43	43%
SA	34	34%	SA	11	11%	45	45%
D	03	03%	D	05	05%	45	45%
SD	03	03%	SD	01	01%	04	04%
Total	70	70%	Total	30	30%	100	100%

Source: Field survey, 2016

From the table above, 30% of the respondents who are students agree 34% of them strongly agree 03% disagree and 03% strongly disagree. 13% of the respondents who are lecturers agree 11% of them strongly agree, 05% disagree and 01 % strongly disagree that examination malpractice has grave consequences on the individual's institutions of learning, community and the country as a whole.

Table 9 Showing inadequate teaching and learning facilities in relation to the causes of examination malpractice among students of tertiary institutions.

Students			lecturers			Overall total/percentage	
Response	Total	Percentage	Response	total	Percentage	Total	Total %
A	28	28%	A	08	08%	36	36%
SA	29	29%	SA	11	11%	40	40%
D	07	07%	D	09	09%	16	16%
SD	06	06%	SD	02	02%	08	08%

Total	70	70%	Total	30	30%	100	100%
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Sources: Field survey, 2016

From the above table, 28 (28%) of the respondent who are student agree, 29 (29%) of the strongly agree, 07 (07%) disagree and 06 (06%) strongly disagree, 08 (08%) of the respondents who are lecturers agree, 11 (11%) of them strongly agree, 09 (09%) disagree and 02 (02%) strongly disagree that inadequate teaching and learning facilities are some of the causes of examination malpractice among students in tertiary institutions.

Table 10: Showing how family background leading to student examination malpractice.

Students			lecturers			Overall total/percentage	
Response	Total	Percentage	Response	total	Percentage	Total	Total %
A	32	32%	A	09	09%	41	41%
SA	25	25%	SA	12	12%	37	37%
D	09	09%	D	08	08%	17	17%
SD	04	04%	SD	01	01%	05	05%
Total	70	70%	Total	30	30%	100	100%

Source: Field Survey, 2016.

From the information on the above table 32 (32%) of the respondents who are students agree, 25 (25%) of them strongly agree, 09 (09%) disagree and 04 (04%) strongly disagree. 09 (09%) of the respondents who are lecturers agree, 12 (12%) of them strongly agree, 08 (08%) disagree and 01 (01%) strongly disagree that family background leads to students examination malpractice.

Table 11: showing the negative effects of examination malpractice on students and lecturers in our schools.

Students			lecturers			Overall total/percentage	
Response	Total	Percentage	Response	total	Percentage	Total	Total %
A	37	37%	A	18	18%	55	55%
SA	24	24%	SA	07	07%	31	31%
D	07	05%	D	04	04%	09	09%
SD	04	04%	SD	01	01%	05	05%
Total	70	70%	Total	30	30%	100	100%

Source: Field Survey, 2016.

From the table above, 37 (37%) of the respondents who are students agree, 24 (24%) of them strongly agree, 05 (05%) disagree and 04 (04%) strongly disagree, 18 (18%) of the respondents who are lecturers agree, 07 (07%) of them strongly agree, 04 (04%) disagree and 01 (01%) strongly disagree that examination malpractice has negative effects on both students and lectures in our tertiary institutions.

Table 12: showing if students that are caught in examination malpractice should be expelled.

Students			Lecturers			Overall total/percentage	
Response	Total	Percentage	Response	total	Percentage	Total	Total %

Table 11: showing the negative effects of examination malpractice on students and lecturers in our schools.

Students			lecturers			Overall total/percentage	
Response	Total	Percentage	Response	total	Percentage	Total	Total %
A	37	37%	A	18	18%	55	55%
SA	24	24%	SA	07	07%	31	31%
D	07	05%	D	04	04%	09	09%
SD	04	04%	SD	01	01%	05	05%
Total	70	70%	Total	30	30%	100	100%

Source: Field Survey, 2016.

From the table above, 37 (37%) of the respondents who are students agree, 24 (24%) of them strongly agree, 05 (05%) disagree and 04 (04%) strongly disagree, 18 (18%) of the respondents who are lecturers agree, 07 (07%) of them strongly agree, 04 (04%) disagree and 01 (01%) strongly disagree that examination malpractice has negative effects on both students and lectures in our tertiary institutions.

Table 12: showing if students that are caught in examination malpractice should be expelled.

Students			Lecturers			Overall total/percentage	
Response	Total	Percentage	Response	total	Percentage	Total	Total %

			e				
A	21	21%	A	09	09%	30	30%
SA	27	27%	SA	11	11%	38	38%
D	16	16%	D	09	09%	25	25%
SD	06	06%	SD	01	01%	07	07%
Total	70	70%	Total	30	30%	100	100%

Source: Field Survey, 2016.

From the data analyzed in the above table, 21 (21%) of the respondents who are students agree, 27 (27%) of them strongly Agree, 16 (16%) disagree and 06 (06%) strongly disagree. 09 (09%) of the respondents who are lecturers agree, 11 (11%) of them strongly agree, 09 (09%) disagree and 01 (01%) strongly disagree that students caught in examination malpractice should be expelled.

4.2 Discussion of findings

Causes of Examination Malpractice Among Students of Tertiary Institutions.

Based on the findings of this research, it is discovered that some of the causes of examination malpractice among students in tertiary institutions include teachers laxity in examination hall, overcrowded examination hall students attitude towards studies inadequate teaching and learning facilities, poor learning environment, socio economic status of students, questions that are not relevant to topics taught, lack of covering of syllabus by teachers and group of societal influence among many others. This is in line with the findings of Idahosa (2004) who believed that the predominant factors responsible for examination malpractice in public examination conducted by WAEC and NECO officials and supervisors who allow examination malpractices for money and difficulty in getting into tertiary institutions. Joshua, Obo, Joshual, Edet and Ekpoh (2010) who

opined that majority of education stake holders perceive examination malpractice as a means of rendering help, meeting high expectations, boosting school image and compensating for school inadequate and not a factor in lowering standard.

Effects of Examination Malpractice

In an interview held on Wednesday 21st March, 2012 with Mr. Paul Boku, Deputy Dean, Department of Economics from school of Art and Social Sciences on the effect of examination malpractice on student in higher learning particularly on student of Niger State College of Education he responded as thus:-

“ Due to lack of committed to studies on the part of students generally, the students of presents contemporary society especially in this institution i.e college of Education, have limited learning/study to the lecture hours only. Many students both NCE and undergraduate have been around the environs of the school with their opposite sex instead of being in the school library reading forgetting their primary purpose of being in the school, All in the name of So-called socialization of campus life which make them to engage in examination fraud. Thus, there are two effects of examination malpractice on our students:-

1. Short Term Effect =:- This effect could lead to
 - i. Dismissal of student that are involved.
 - ii. Waste if energy and resources generally, may be the person is in final year, time, energy, money and other things have gone.
 - iii. Psychological effects on other student i.e on friends.
2. Long Term Effect:- with examination malpractice, if the students escapes it will have effect on:-

- i. Parent of such student may be afraid of training/sponsor his junior ones.
- ii. If the student gain appointment he will not be able to carry out his duty effectively.
- iii. If the student was given a responsibility in the society, he/she will end up in looting public fund because of the crook way he/she obtain his/her certificate."

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In the proceeding chapter the true nature and effect of examination malpractice in our institution of higher learning Niger state college of education inclusive have manifested the scenario is duly influence by a number of factor and variety of cause as highlighted in the hypothesis i.e student attitude to study, sanction organized for malpractice and general quality of the product by the institutions. Where-as the cause could be: the use of certificate as an evidence of suitable employment, admission and problem to the next level of schooling and poor policies by the government.

Therefore, it is high time to save the situation of positive result is to the problem suggested in this chapter.

5.1 Summary

In an attempt to minimize this research work the researchers shall intensify efforts towards reappraising the effect of examination malpractice in institution of higher learning college of education, Minna as a case study. The effect is however multifarious. This research is an attempt to investigate critically the problem associated with examination malpractice of students in higher institution of study. The purpose and significant of this study serve as a lesson to the students particularly those that engage in examination malpractice

In chapter two of the study, available literature that are relevant to the topic were consulted and reward effort was made in exploring the concept of examination malpractice as given by

different authorities. Examination malpractice was therefore seen as an attempt was traced backed to 1914 when the incident of examination malpractice include graffe, academic alliance, impersonation and uses of jotters among others

5.2 Conclusion

Against this backdrop therefore, it is concluded that the symptoms of dishonest activities by students are with us. They come in forms of cheating in examinations, copying from others, assisting others in writing their private assignments and tests, submission of fake credentials to gain admission and graduate and general misbehavior. These activities are carried out by students on believe that dishonest characteristics are acceptable norms in society and students are not immune to them.

The challenge posed by this ugly demon in universities and colleges in Nigeria cannot be overemphasized. Pathetically, the students in secondary schools in Nigeria have painted a clear picture of the consequences of the observed trend in their educational environment. Firstly, their degrees automatically face re-examination as a result of this trend, secondly, institutional stability becomes threatened and thirdly, their institutions lose their credibility.

5.3 Recommendations

Based on the findings of this study, it is recommended that educational managers, teachers as well as parents should re-orient their children in order to change their behavior towards positive traits in higher education. Specifically, students' dishonest attributes in higher education should not be allowed to continue since the identification of a problem exposes the solution. In other words, there is a way out of this societal ill and all concerned should embark on its elimination.

Suggestion for Further Studies

The following are suggested for further studies:

1. Other methods of analysis could be used apart from those used in the study.
2. The study can be replicated using other levels of education like secondary and primary schools.
3. The study can be replicated using other states of the federation.

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