

**CAUSE OF EXAMINATION MISCONDUCT AND IT'S EFFECTS ON STUDENT'S
ACADEMIC ACHIEVEMENT IN KADUNA, POLYTECHNIC KADUNA**

BY

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF OFFICE TECHNOLOGY
AND MANAGEMENT, SCHOOL OF INFORMATION AND COMMUNICATION
TECHNOLOGY, AUCHI POLYTECHNIC, AUCHI, IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF HIGHER NATIONAL DIPLOMA
(HND) IN OFFICE TECHNOLOGY AND MANAGEMENT**

DECEMBER, 2022

CERTIFICATION

We, the undersigned, certify that this project work was carried out by **WELL FAVOUR IPEMOSI** in the Department of Office Technology and Management, Auchi Polytechnic, Auchi.

We also certify that the work is adequate in scope and quality in partial fulfilment of the requirements for the award of Higher National Diploma (HND) in Office Technology and Management.

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Date

DEDICATION

This research work is dedicated to God Almighty for his love, care, mercies and protection over my life.

ACKNOWLEDGEMENTS

My profound gratitude goes to God Almighty for his divine protection, love and mercy over my life. My special gratitude goes to my Head of Department, Mr. G. C. Nwoko and also my Project Supervisor, Ohikere, R. A. (Mrs.) for her time, patience and encouragement throughout the period of doing my project work. God bless you ma. I also appreciate all my lecturers both in the Department of Office Technology and Management and other departments who have imparted knowledge on me positively.

To my lovely farther, Pst.(Mrs.). Well, I specially thank you for setting my foot in the right path. I pray that God will grant you long life to reap the fruits of your labour. To my siblings, I thank you all for your prayers and encouragement.

To my special friend, who released the antidote that brought about my present joy, fulfillment and a sense of being loved. I fervently pray that what we share will continue to blossom to the glory of God. Thanks for being there. To my friends, course-mates and well-wishers who have in one way or the other contributed to my success in life, may God bless you richly.

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ABSTRACT

This study examines causes of examination misconduct and its effects on students academic achievement in Kaduna Polytechnic. During the course of the study, relevant literatures on the topic were reviewed. The population of the study was 708 spread across various levels from ND II – HND II. The stratified random sampling technique was used in the study to select a sample size of 90. This was to reduce the population to a manageable size. The research design used for the study was the Survey research design by which the researcher adopted the questionnaire as a research instrument to elicit facts from the study participants. The study revealed among others that examination misconduct has eaten deep into our educational system. Also revealed was the fact that published literatures have been instrumental in the attempt to curb examination misconduct. The researcher recommended among others that parents should encourage their children and wards to study hard for examination and that good examination halls which will serve the purpose of examination sitting only should be provided and well secured to protect it from students writing on their desk.

CHAPTER ONE

INTRODUCTION

Background to the study

Nigeria government and the people have an abiding faith in education as an instrument for social, economic and political transformation of the country. This perhaps explains why government, whether military or civilian, federal or state, always place education high on their priority list of developmental programmes. A cursory glance at federal and state annual budgets confirms this assertion. There are diverse interest groups trying to implement their agenda through the agency of the schools, and each stakeholder determines what educational and national objectives should be. Therefore, the educational system becomes the largest instrument in the modern world for controlling people and telling them what to do. All over the world, it is the most important element for sustainable economic, social and political development of any nation. That is why it is accorded a pride of place in the scheme of things. It is second to none when compared to other known investments on the face of the earth (Akuduhi, 2011).

The existence of an educational system requires that a form of test has to be conducted from time to time to differentiate between those who have learned and those who have not and to provide a certification which will serve as evident of such learning. This is the basis for conducting examination in educational institutions. Examination is a potent instrument for judgement of knowledge or competence in every human endeavour especially in educational institutions. For examination to be adjudged, fair and devoid of partiality, valid and reliable, it is necessary that our educational institutions must endeavour to conduct examinations with all the seriousness it deserves lest the entire nation will be saturated with incompetent half-baked and confused professionals who may bring disaster to our country as is the case today (Obeji, 2015).

The need for the conduct of examination in tertiary institutions has not been justified over the years. Today, there is a new dimension to examination misconduct in Nigeria. Examination misconduct has become the order of the day. This act is perpetuated by

individuals who are desperate to pass and acquire certificates or degrees without concern as to whether they have acquired competence to function in the modern work place. Today, there is an unholy, unwholesome conspiracy to aid and abet examination misconduct by school heads, teachers, invigilators, parents, students, and mercenaries whose motive is to make quick money rather than genuine love for the candidate (Oshi, 2010).

Numerous steps may have been taken to check examination misconduct in Higher Educational Institutions of learning however; there are no viable results to show for it. The cankerworm called examination misconduct appears to defy all educational attempts at curbing or completely eliminating it from our educational system. Consequently, Nigeria has been graded with reliability for half-baked graduates, low productivity and poor job performance, certificate racketeering and qualification inflation (Omemu, 2015).

In light of this, the research examines the causes, of examination misconduct and implication on students in Kaduna Polytechnic.

Statement of the Problem

The poor and declining academic performance of students in Nigerian schools owing to examination misconduct is becoming so alarming that the achievement of the set goal of teaching and learning is endangered. There is a recurring story of poor academic performance in higher institutions of learning. Examination misconduct is one of the common social ills threatening the educational sector at all levels and the fact that it is found among Office Technology and Management is even more worrisome. This is because the higher educational institutions are the final level where students are groomed before entering into the labour market.

Examination plays several important roles in the teaching-learning process. It is a necessary incentive to study, a means of getting feedback and a yard-stick 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 the proper conduct of examination is abused by both the examinees, the examiners and the entire populace, a question may then arise as to what is the implication of examination misconduct on students in higher educational institutions? Or of what use is conducting examinations?

Lecturers, parents, students, invigilators, have been variously accused of abating examination misconduct all for different reasons. Students graduate and cannot get good jobs where such opportunities exist. Where they are lacking graduates are unable to get job, they are also not able to use the knowledge they claim to have acquired to create jobs for themselves and others.

Thus, our educational system in Nigeria is at risk. These issues and many more have prompted the researcher to investigate the causes of examination misconduct and its implication on students in Office Technology and Management Department, Kaduna Polytechnic, Kaduna.

Purpose of the Study

The purpose of the research was to find out why examination misconduct had continued in Office Technology and Management Department, Kaduna Polytechnic, Kaduna.

Specifically, the study shall:

1. Identify the reasons why examination misconduct eaten deep into our educational system
2. To examine the effects of examination misconduct on the students.
3. Examine the causes of examination misconduct in Nigeria.
4. To determine the current measure whether it is effective enough to curb examination misconduct amongst students

Research Questions

The following research questions are propounded to guide the study:

1. What extent has examination misconduct eaten deep into our educational system?
2. What extent does examination misconduct affect students in Office Technology and Management?
3. What are the causes of examination misconduct?
4. What extend is the current measure effective enough to curb examination misconduct amongst students?

Scope of the Study

The study explored causes of examination misconduct in institutions and its effects on student's academic achievement with reference to the Department of Office Technology and Management of Kaduna Polytechnic.

Significance of the Study

The findings from this study will be of immense benefits to the following: Federal and state ministries of education, examining bodies WAEC, NECO, JAMB, parents and the society. By this research, parents, governments and the entire society would be aware that collapsed buildings, distressed banks, folded companies and other which are probably the manifestations of examination misconducts which have defied various measures especially in Nigeria. This study on examination misconduct in institutions of higher learning will help various organisations like anti-corruption crusades, examination ethics council, religious organisations and others to understand the issues, scopes, strengths, weaknesses of examination control mechanism in the institutions and probably diversify their control techniques.

The findings of the study will help the government of Nigeria and the institutions of higher learning authorities to find out the result of their efforts so far, so as to re-

strategize and give a final blow to the hydra headed monster examination misconduct in Kaduna Polytechnic.

Operational Definition of Terms

The following words are defined as contextually used in this study.

Reminder: Bring foreign and already prepared items, answers or intelligent guesses to the examination hall.

Blocking: This is the act of giving lecturers money to obtain higher grade.

Microchips: This is a piece of paper which contains tiny writing. It is only the writer that can see what is written on the piece of paper.

Bullet: This is a situation whereby piece of papers are thrown from outside into the examination hall.

Examination: This means testing one's ability or knowledge.

Misconduct: This means the dishonest use of a position of trust for personal gain.

Doers: These are the people involved in examination misconduct of different kinds.

Manifesto: These are writings done on desks inside the examination hall.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with the review of relevant literatures to the topic “The Causes of Examination Misconduct and its Effects on Students Academic Achievement”. It represents a review of what earlier researchers and scholars have written on the subject matter under investigation.

In this chapter, various contributions by scholars, authors and concerned Nigerians on the matter of examination misconduct are critically looked into.

The literature review of the study is presented under the following subheadings:

- Concept of Examination Misconduct
- Causes of Examination Misconduct and its implication
- Forms of Examination Misconduct
- Post-Examination Misconduct
- Effects of Examination Misconduct on Nigerian Education
- Summary of Literature Review

Concept of Examination Misconduct

Examination is the tool used to facilitate decision making on the performance, educational advancement and job opportunity for an individual and examination indeed, is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. This is why many learners would do everything possible to pass an examination even when their abilities are questionable.

Odu (2001) described examination as note copying exercise. Education is the basic foundation of any growth society; examination is the foundation of education.

Lodeji, (2005) maintained that examination is a system applied by teachers to assess if what was taught had been learnt.

In this regard, teachers use examination as an instrument for evaluating learning process and in making vital decisions. Other experts regarded examination as an organised assessment technique, which present individuals with series of questions geared towards ascertaining the individuals acquired skills, abilities and knowledge to utilize them effectively. This is probably why Okoye, (1986) perceived examination as the test of acquired potentials. In an academic or professional context, examinations are tests which aim at determining the ability of a student or a prospective learner.

Examinations are usually written tests, although some may be practical or have practical components and vary greatly in structures, contents and difficulties depending on the subject and the age of the tested persons and the profession. Fagbemi, (2002) considered examination as oral, practical or written exercises administered on learners to ascertain existing skills and competencies. It provides vital pieces of information on the state of the overall educational attainment of the examinee.

Adesina, (2001) explains that examination has been universally accepted as the only way a teacher can best appropriate and assess the performance of a student.

Examination is defined as a formal test of one's knowledge or ability in a particular subject especially by means of answering questions or practical exercises. Therefore, it is through examination that students are evaluated or tested to find out the quality of knowledge they have acquired within a specific period. Thus, examination could be either internal, external, oral, written or both. Continuous assessment scores, terminal, semester, annual or promotion examinations are examples of internal examinations.

Although, students' performance in examination may not be the true reflection of their ability, till date however, examination still remains the best tool for an objective assessment and evaluation of what a learner has achieved after a period of schooling/training. In fact, it is one of the most reliable indicators used to determine the extent of students' performance in a given training. The above aims and objectives of examination are become perennial and institutionalized and reflect a gradual decline on the quality of Nigeria's educational system.

Arifayan (2004) quoting Usman sees examination misconduct as "any act or wrong doing that contravenes the rule of acceptable conduct before, during and after an examination such as leakage or cheating which is the easiest way to destroy the image of any person or educational institution in any part of the world". It is carried out by cheating (inside and outside the examination hall), impersonation, selling of scores (grades), certificate forgery and any involvement in illegal examination related offences.

According to Wilayat (2009) examination misconduct is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage. It is an illegal act committed by a student single handedly or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades.

Wilayat stress that examination misconduct ranges from leakage of question papers to copying, changing answer books, impersonation, wrongful conduct in examination centre, approaching invigilators/examiners, making false entries in award list/examination registers and issuing fake certificate/degrees etc. Good candidates are tempted to believe "if you cannot beat them, join them" slogan especially as they see

other candidates get away with their corrupt behaviours. This behaviour may be contagious as more and more candidates tend to join in examination misconduct. They believe that even if they are caught, they will get away with it and the end will eventually justify the means.

Oshi (2010) citing Addison (1990) defines examination misconduct as “anything done by an examination candidate that is likely to render the assessment process useless. On the same note, Adeyegbe (1994) defines it as “improper conduct to one’s advantage during examination”.

Causes of Examination Misconduct and its Implication

According to Adesina (2001), the root causes of examination misconduct in institutions of higher learning include the following:

1. **Deplorable Value System:** Nigeria has a deplorable value system, therefore immoral acts such as cheating, dishonesty including embezzlement and stealing of public funds and properties do not attract the condemnation and punishment they deserve.
2. **Emphasis on Paper Qualification or Certificate:** The emphasis on paper qualification or certificate is another cause of examination misconduct. Nigeria’s educational system places so much value and emphasis on certificate instead of knowledge, skills and competence. The effects of this cankerworm can be seen in many graduated students who cannot defend their certificates. This is why examination misconducts are increasing day after day for the rush to get paper qualification for jobs without the right skills to perform. The emphasis on certificates over skills and competence is so pronounced, prompting remarks by former President Obasanjo that students perceived education only as a means of getting a meal ticket and getting a

job. The former president had argues that such perception or orientation must change so that students would appreciate the intrinsic value of education which is the total development of the individual to be able to make meaningful contribution to the society. Adesina, (2001) posited that Nigerians see paper qualification as the only way to climb to the top, obtain cheap opportunity and become affluent.

3. **Inadequate Teaching and Learning Facilities:** Another major cause of examination misconduct is inadequate teaching and learning facilities such as classrooms, libraries, laboratories and even lecturers compared to the population of students. These inadequate resources affect effective teaching and learning.
4. **Lack of Confidence as a Result of Inadequate Preparation:** These days students are no longer hard working and dedicated towards their academic endeavours. No matter what, a student who is not well prepared would cheat in examination hall in order to pass.
5. **Quick Emphasis on Success:** Students nowadays are characterized by quick emphasis on success and wealth without a corresponding emphasis on legitimate means and avenues to be used positively in achieving such success.
6. **Greediness and Lack of Contentment:** Many lecturers see collecting of gifts from students as a good way to make ends means and this in turn now make these students unserious. Adesina (2001), laments that “many students see it as a waste of time to settle down and read their textbooks, after all money can solve the problem.”

7. **Lecturers laziness:** Laziness on the part of the lecturers lead to examination misconduct and many students were admitted through illegal means. They are not really qualified for the programme because they cannot cope with the academic work, the only way out is examination misconduct.
8. **Unemployment and Underemployment:** This also encourage examination misconduct in which hundreds of graduates leave school yearly from Nigerian higher institutions and have no jobs because of their poor results. These persons now tell their younger ones to make sure they do everything possible to make a better result even if it has to be do or die affair.
9. **Parents Desire for Particular Career:** This is another cause of examination misconduct because parents desire for a particular career for their children and would therefore force them to operate for subject they have little or no interest and aptitude for.

Moral and religious education or training is recommended periodically for the students and other stake holders in the business of examinations in the college. A lecturer who trades marks for material benefits, ignore sharp practices of students in the examination hall is morally bankrupt. Similarly, a student that takes advantage of poor invigilation to commit examination fraud is equally guilty of immoral act. It is possible for examinee no matter the greatness of their numbers to write examinations without an invigilator and will not cheat if they are morally upright. Therefore, periodic moral education is advocated.

The incidences of examination misconduct have become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system without any form of shoddy practice or the other. Examination misconducts are common everywhere and every examination season witnesses the emergence of new

and ingenious ways of cheating. Examination misconduct is an ill wind that blows no one good; it is a virus that has affected the whole society. All hands must be on deck to ensure that the virus is completely wiped out or reduced to the barest minimum. It is a task that must be done. The crisis of examination misconduct in our educational system is the most serious ethical problem facing Nigeria today. It is more serious than contract fraud.

Since examination misconduct sows seed of cheat and criminal values in our society, this vice cannot allow us to realize our future greatness because it renders our certificates useless and debases the foundation for assessing our skills and capacity. Examination misconduct not only promotes breakdown of moral and ethical standards in our society but it also prevents achievement of meaningful and sustainable development for example in our aspiration to become one of the top twenty economies in the world by the year 2020.

In Kaduna Polytechnic efforts are made by the school management to prevent examination misconduct by making rules and regulations that guide examination available to students in a handbook as well as students' examination cards. Included in this handbook as well as the examination cards are behaviours that constitute examination misconduct in the institution and penalties for examination offences. These efforts notwithstanding, examination misconduct still exists in this institution. Why this had continued according to the findings of this study is because the penalties are not duly enforced, students have low morality and they are not commitment to the practice of their religion. Where these three variables exist, examination misconduct cannot but continued. Frequent seminars should be organised for lecturers who are directly involved with examination supervision, marking and grading of students. The content of what this project work should include are, things that make up effective

invigilation, code of conducts of an invigilator, the evil and penalties of aiding and abetting examination fraud, consequences of leaking examination questions, trading examination scores for money or any other prizes, among others. If lecturers are frequently reminded of these rules and their penalties for offenders and the first violator is not spared the rod of discipline, they are likely to take invigilation more seriously than what obtains currently in this college.

Today unlike the African traditional set up where families had full authority in bringing up their children, the role has currently been taken over by teachers or lecturers. Most young people in fact, spend more time with teachers or lecturer than they do with their biological parents. Teachers are therefore expected to morally influence their students. They should thus engage them in dynamic, active and interactive learning based on strong academic and moral foundation. This is important if they have to produce young adults who are not only competitive but are efficient and relevant to their own society. Ethically, teachers must play their role and fulfil such teaching responsibilities. Some of our respondents pointed out that at the high level, some lecturers hardly complete covering the course outline given out to students at the beginning of each semester. Worse still, though this may be hard to satisfactorily verify some interviewees in our discussions pointed out that those lecturers who rarely complete their syllabuses tend to be very generous in marking examination scripts by giving higher grades perhaps to prevent possible complaints from the affected students.

In Kaduna Polytechnic the tradition of publicly releasing the examination results by the school board at the end of each examination semester tends to cause tension among school, head of department, lecturers and parents whose candidates fail to excel. Even at the universities, faculties, schools and colleges whose students do not pass well to be selected for further degree programmes may not feel comfortable at every

graduation ceremony. It is such tensions, be it at primary, secondary or university level that are said to be remote causes of examination misconduct.

The main actors of examination irregularity – revolves around the students. Although, today it is commonly believed that, learning has been revolutionized, made easier and available because of digital and technological know-how, very few students seem to take seriously their academic work. This is because, a good deal of time may be spent before a television set or on internet surfing, face book conversation and or computer games. Yet still, they would want to aspire for success without corresponding hard work to merit the desired goals. Accordingly, an easy alternative is to design methods of succeeding through examination misconduct.

This project work, as pointed out already the Nigerian system of education tends to over-emphasize the significance of certificates. Unfortunately, when these are obtained illegally through cheating examinations they have no academic value. There is, in fact, a world of difference between qualification based on paper and that of actual knowledge and skill in the said area. Yet, not many students would be ethical enough to be dissuaded from irregularly acquiring certificates and availability of various forms of information communication technologies such as computers, calculators and mobile telephones, do not help the fight against examination misconduct, but rather exacerbate it in the absence of strict invigilation.

Oluwarotime (2008), saw parents or guardians to be direct contributors to this social evil that is ravaging the Nigerian educational sector. Oluwarotimi cited a former WAEC boss who indicated that, most of the examination misconduct perpetrated by students were encouraged by parents. They corrupt their children by providing them with bribe money and gifts for supervisors, school authorities or custodians of examination materials, who in return allow cheating. Often, the sheer desperation to

have their children in the institutions of higher learning as their peers is the only motivation for aiding and abetting misconduct.

Oluwarotime (2008) emphasized that, “No teacher, no nation” is a popular saying of the teachers. This shows that when teachers are faithful in teaching students, the students will succeed in examinations. But today, the teachers fail to internally drill their students and yet want their school to remain as examination centre. This makes disloyal supervisors or low integrity invigilators to provide an avenue for cheating. When supervisors or invigilators are unfairly sleeved on the basis of nepotism, they are not devoted to their duties and that can lead to examination misconduct.

Other contributors to this social evil are the students. Many of the students today have poor study habits and are lazy; these makes them to look for various ways of making it by all means. In most cases, students collaborate with disloyal supervisors or hire mercenaries to help them in writing papers which they feel are too difficult for them (Oluwarotime, 2008). Inadequate preparation and desire to pass at all cost stimulates candidates to indulge in examination misconduct. Poor preparation they say promotes poor performance.

Police and other security agencies are often drafted to examination hall to enhance law and order and also provide security. Ironically, most of these law enforcement agents sometimes do more harm than good as a number of them aid and abet various forms of examination misconduct at the hall. Most often, culprits caught in the act of impersonation and other forms of irregularities, are often set free after taking bribe. This laxity shown in prosecuting offenders and lack of serious penalty for past offender is enough to render the fight against examination misconduct useless.

The government at both the national, state and local levels who serve as custodians of education are also contributors to this social ethical problem. The failure

of the government to provide adequate number of qualified teachers for schools paves way for students to seek every avenue of making it at all cost. Though there is an Examination Misconduct Act 33 of 1999 but there is neither proper implementation nor adequate enforcement of it (Oluwarotime, 2008).

Oluwarotime (2008) stated that, “the Nigeria society attaches more importance to examination success.” Sometimes the class of certificate of an individual must be spelt out before such a person gains admission into institutions of higher learning or gain employment with any good organisation. A person may be able to do a job and do it well but because he or she does not have the necessary educational qualifications, no one considers him or her for such a job. Thus, acquisition of certificates becomes the only pre-requisite for obtaining jobs and admission into higher institution in Nigeria. As a result of such attachments to educational qualifications, lazy students indulge in examination misconduct to meet societal expectations.

Forms of Examination Misconduct

Examination misconduct has graduated from mere stretching of the neck to see what another person is writing during examination or carrying pieces of paper (chukuli) into the examination hall, to such sophisticated methods as use of mobile phones, walkie-talkie, amongst others (Akuduhi, 2011).

Danbaba (2004) cited in Omemu (2015), broadly categorized examination misconduct into two parts.

- a. Examination Leakage
- b. Other Related Offences

Examination Leakage

This is having prior knowledge of examination questions directly, or indirectly, in oral or written form. In other words, seeing or having access to examination questions before the day or time of the examination. A popular

terminology for this act is “expo”, others are dubs, missile, masquerade etc (Akuduhi, 2011). The infamous “expo” 77 that rocked the nation was the very first publicity known of massive examination leakage. This exam was conducted by the West Africa Examination Council (WAEC) in May 1977 and all the questions to the subjects were leaked to students.

The case of our prestigious Law School where there was an embarrassing examination leakage in January (2002), is still fresh in people ‘minds’. It was the most horrifying and disgusting news, that with the kind of credibility and public rating of the Law School for the quality of education offered examination misconduct still take place. Also in 1991, WAEC had to cancel all the papers for the May/June examination about two weeks after commencement due to examination leakage. The exams were rescheduled to August/September of the same year.

In Kaduna polytechnic, cases of leakages of examination question papers are not strange there are speculations that it sometimes happens during examinations (Akuduhi, 2011).

Other Related Offences

Other related offences include threatening of lecturers and their relatives by some students (especially cult members) just for them to be passed at all cost. A very good example is that of the Director General of the Nigerian Law School, Mr. Kayode Jegede (SAN), who in February 2002, informed the public that his life was under threat following the threat letters he received from students who claimed to have murdered Bola Ige (Nigerian Tribune: 2002).

In the said letters he was warned that if he did not stop the investigation into the exam leakage at the Law School in 2002, his head was going to be cut off and his

disremembered body would be dumped at the main gate of the Law School, Bwari Abuja. What a breed of students because of examination misconduct?

Some private school owners inflate examination fees in order to have enough money to bribe external examination officials to allow their students cheat during examinations. These private schools operators make use of their teachers to perpetrate this evil, also they hire somebody from outside. These are also what are known as “special centers”. This was reported in the Saturday Champion, 8th March, 2003, where candidate for the WAEC or NECO exams are charged as much as 50,000 to 100,000 for them to have an easy walk-over in the examinations.

Furthermore, some students also prevail on examination officers to help them enhance their grade or sale of scores by some lecturers (Akuduhi, 2011).

Post-Examination Misconduct

This type of misconduct can take different forms. For instance, a supervisor on previous arrangement could leave examination script envelopes open, awaiting the submission of script or script written outside the examination hall before sealing. In another form, the arrangement may be with officials of the examination body who receives such worked scripts and slots them into the appropriate envelop withdrawing the ones written in the examination hall. This is generally referred to as substitutions. It also involves officials in the computer unit of an examination body changing candidate's score on a computer storage facility with the aim of falsifying his result. It is on record that some candidates or their friends have made attempts to trace their scripts to where they are being marked. Sometimes, money is found enclosed by candidates in their scripts with notes requesting enhanced scores from such examiners. Students meet examiners with gifts or money after the examination. In most cases, the female students always pay in kind by booking hotel and giving themselves freely to

such examiner who took advantage of them in order to pass or increase their score to enable them get a higher grade (Akuduhi, 2011).

Effects of Examination Misconduct on Nigeria Education

Whenever there is examination misconduct ethical standards are compromised and for Higher Education Institutions this is a cause for concern. Best practices, standards rules and regulations of the examination misconduct are therefore contravened. Examination misconduct comes with various effects. These acts have very serious economic, political and social effects that can cripple a nation. Good students are discouraged from working hard in their studies as they might be tempted to adopt the “if you cannot beat them, then join them” syndrome. This can also be prompted by seeing other corrupt students escaping any form of punishment. They believe that even if they are caught, they will get away with it too and this practice generally results in indiscipline and laziness.

There is a general worry about the poor quality of education in Nigeria. The image of Nigeria education has been greatly tarnished as a result of examination misconduct which characterizes the nation’s institutions of learning. Maduabunm (2009) noted that examination misconducts are noticeable in every state of the federation in Nigeria and in all the school systems. It was affirmed that giraffing, coping and taking handwritten materials and textbooks into the examination hall rank first among other types of examination misconduct. It was observed that perpetrators of examination misconduct employ different methods camouflaged with various code names. He reported that examination misconduct could be caused by fear of failure, undue emphasis on paper qualification and lack of resources for teaching and teacher-related factors.

Cheating has become a national phenomenon to the extent that forging certificates to gain admission or employment is a usual habit among desperate Nigerians even among the political classes. Several members of the legislative and executive arms of government in the last few years have been accused of certificate forgery in Nigeria and some have fallen from grace to grass as a result of examination misconducts. The case of a former Speaker of House of Representative in Nigeria who falsely claimed to have acquired a degree certificate from University of Toronto but to the utter perplexity of all and sundry, was only a secondary school certificate holder is still fresh in the minds of many Nigerians. Examination misconduct has adverse effects on all facets of society, the individual, home, school, government, private organisation and the international community negatively.

Examination misconduct may also deny and frustrate innocent students to venture into the job market simply because the corrupt students will have scored “higher grades”. This may also rob a country of any chances of engaging the best brains in any form of development (Liman, 1996). Kayoed (2012) observes that many graduates can no longer defend their certificates and such candidates might have psychological problems arising from the way they got their certificates as well as being unable to meet the expectations of employers. That scenario renders the goals of education invalid and point to the likelihood of collapse in the education system.

The effect of examination misconduct on the educational system and the society as a whole also affects general quality and standards of services in a country. The country will end up producing half-baked higher education graduates who lack the knowledge, skills and competences to exploit the resources of the nation. This could lead to a decrease in job efficiency which in turn has serious implications on the Gross

Domestic Product (GDP) of the country. This will result to the creation of a poor national image and an unproductive society.

In the case of Kaduna Polytechnic impersonators, if caught are expelled from the school. As long as examination misconduct is prevailing, our educational system will end up producing doctors who will forget scissors and towel in the stomach of patients after surgical operation. This vice will continue to produce students with distinctions in our examinations, without quality knowledge in any definite course of subject. In addition, the system will continue to produce lecturers who cannot impart knowledge to the students, as well as produce lawyers who cannot differentiate between an accused person and the complainant.

If examination misconduct is not curbed, our higher education system will ultimately contribute to the production of a lawless and disorderly nation and the mess that is currently being paraded by parents who are the political leaders, spiritual leaders, teachers and traditional chiefs call for a re-think if not, we are indirectly breeding animals in human skins.

Summary of Literature Review

The conceptual framework of the study deals with the definition and explanation of examination which is seen as a formal test of knowledge of a person, his skill or ability in a particular subject at a given time. Examination misconduct is defined as examination stealing, awarding marks unduly or aiding candidates to defraud in examinations. The reviewed literatures have brought the various methods of perpetrating examination misconduct to lime light. It also aided in the knowledge of several ways of addressing the misconduct through modern electronics means. Some theories revealed that, to a large extend, if morality is inculcated in the minds of the people of Nigeria and if all stakeholders are willing to address the issue of examination

misconduct with all sincerity, then the problem of examination misconduct can be curtailed. The interest of this researcher therefore is to identify those new methods used in the perpetration of examination misconduct and then proffer useful innovative strategies for curbing both the new and remote methods of examination misconduct. All stakeholders must show commitment, determination and sincerity of purpose, for the innovative strategies for curbing examination misconduct to actually make any significant impact in preventing examination misconduct in Nigeria.

CHAPTER THREE

RESEARCH METHOD

This chapter explains the procedures and methods used in collecting data for this study. The explanation is presented under the following sub-headings:

- Research Design
- Population of the Study
- Sample/Sampling Technique
- Instrument for data Collection
- Method of Data Collection
- Method of Data Analysis

Research Design

A descriptive survey research design was adopted for this study. It is to provide the opinion of the respondents on the examination misconduct in institution of higher learning. The design is considered appropriate because it will enable the researcher to describe the characteristics of the population from a giving sample objectively.

Population of the Study

The population of the study is 708 which comprised all final year students (ND II and HND II) in department of Office Technology and Management, Kaduna Polytechnic. The table below shows the population size.

Table 1

Population of the Study

Class	Population
ND II	415
HND II	293
Total	708

Source: Field Survey, 2022.

Sample/Sampling Technique

The sample size of this study is ninety (90) and the stratified sampling technique was used to select them. This is illustrated in the table below:

Table 2

Sample and Sample Size

Class	Population	Sample Size
ND II	415	53
HND II	293	37
Total	708	90

Source: Field Survey, 2022

Instrument for Data Collection

Questionnaire was the instrument used in the collection of data in the course of this study. The questions, was divided into two sections. Section A covers respondents, background information while section B covers the main questions raised to investigate the study.

Method of Data Collection

Data for this study were gathered from primary and secondary sources. The questionnaire that was used for this study formed the primary source while text books, internet, journals, magazines etc formed the secondary source of data collection. Copies of the questionnaire were personally administered on the respondents and were later retrieved after a reasonable time frame of seven days.

Method of Data Analysis

The simple percentage method was used to analyze the responses obtained from the respondents.

The formula for the computation is:

$$\% = \frac{\text{Number of Responses}}{\text{Total Number of Respondents}} \times \frac{100}{1}$$

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

Data Analysis

This chapter presents the analysis and interpretation of the data collected from the questions. The data therefore sought answer to the four (4) research questions formulated for the study.

In the course of the study, ninety (90) questionnaires were printed and administered to the students of Kaduna Polytechnic of which eighty (80) questionnaires were successfully retrieved. The analysis of the data was based on the summation and percentage calculation method.

Table 3

Sex Distribution of Respondents

Sex	No. of Respondents	Percentage (%)
Male	15	19%
Female	65	81%
Total	80	100

Source: Field Survey, 2022

From the table above, 15 respondents representing 19% were males, while 65 respondents representing 81% were females. The above shows that females were more than the males in the institution of studied.

Table 4

Age Distribution of Respondents

Age	No. of Respondents	Percentage (%)
17-24	40	50%
25-32	28	35%
33 years and above	12	15%
Total	80	100

Source: Field Survey, 2022.

Table 4.2 above shows that 40 respondents representing 50% fall within the age of 17-24 years, 28 respondents representing 35% are within the age range of 25-32 while 12 respondents representing 15% are 33 years and above. The analysis shows that respondent between the ages of 17-24 dominate the story.

Table 5

Educational level of Respondents

Level	No. of Respondents	Percentage (%)
ND II	52	65%
HND II	28	35%
Total	80	100

Source: Field Survey, 2022

From the table above, 52 respondents representing 65% were ND II, while the remaining 28 respondents representing 35% were HND II. This analysis shows that ND II students are more in the study.

Table 6

Marital Status of Respondents

Marital Status	No. of Respondents	Percentage (%)
Single	75	94%
Married	5	6%
Total	80	100

Source: Field Survey, 2022

From the above table, it is clear that 75 respondents representing 94% of the total respondents were single, while the remaining 5 respondents representing 6% were married. This analysis shows that single respondents dominate the study.

Research Question One

Why do students indulge in examination misconduct?

Items No. 1, 2, 3 and 4 of the questionnaire were used to test the above research question as shown in the table below:

*Table 7**Tabular Analysis of Responses to Research Question One*

Item	Statements	Variables	Responses	Percentage (%)
1.	Short semesters make students indulge in examination misconduct.	Strongly Agreed	50	62.50%
		Agreed	20	25.00%
		Strongly Disagreed	5	6.25%
		Disagreed	5	6.25%
		Total	80	100
2.	Inadequate learning facilities make students to engage themselves in examination misconduct.	Strongly Agreed	40	50.00%
		Agreed	25	31.25%
		Strongly Disagreed	4	5.00%
		Disagreed	11	13.75%
		Total	80	100
3.	Students' involvement in examination misconduct is attributable to their lazy studying habits.	Strongly Agreed	35	43.75%
		Agreed	34	42.50%
		Strongly Disagreed	7	8.75%
		Disagreed	4	5.00%
		Total	80	100
4.	Ineffectiveness of the invigilator induces examination misconduct in Kaduna Polytechnic.	Strongly Agreed	30	37.50%
		Agreed	30	37.50%
		Strongly Disagreed	10	12.50%
		Disagreed	10	12.50%
		Total	80	100

Item 1, “Short semesters make students indulge in examination misconduct.” was provided with four variables. 50 respondents representing 62% strongly agreed, 20

respondents representing 25% Agreed, 5 respondents representing 6.25% strongly disagreed while the remaining 5 respondents representing 6.25% disagreed.

Item 2, “Inadequate learning facilities make students to engage themselves in examination misconduct” was provided with four variables. 40 respondents representing 50% strongly agreed, 25 respondents representing 31.25% agreed, 4 respondents representing 5% strongly disagreed and 11 respondents representing 13.75% disagreed.

Item 3, “Students involvement in examination misconduct will not be attributable to their lazy studying habits” was provided with four variables also. 35 respondents representing 43.75% strong agreed, 34 respondents representing 42.50% agreed, 7 respondents representing 8.75% strongly disagreed while 4 respondents representing 5% disagreed.

Item 4, “Ineffectiveness of the invigilator affects examination misconduct in Kaduna Polytechnic?” was provided with three variables. 30 respondents representing 37.50% strongly agreed, 30 respondents representing 37.50% agreed, 10 respondent representing 12.50% strongly disagreed while the remaining 10 respondent representing 12.50% disagreed.

From the above analysis, it can be deduced that students indulge in examination misconduct because of some variable raging from short semester, inadequate learning facilities, lazy study habit and lecturers’ ineffective invigilation.

Research Question Two

What is the effect of examination misconduct on the students?

Items No. 5, 6, 7 and 8 of the questionnaire were used to test the above research question as shown in the table below:

*Table 8**Tabular Analysis of Responses to Research Question Two*

Item	Statements	Variables	Responses	Percentage (%)
5.	Examination misconduct discourages hard work and dignity of labour amongst students.	Strongly Agreed	45	56.25%
		Agreed	25	31.25%
		Strongly Disagreed	2	2.50%
		Disagreed	8	10.00%
		Total	80	100
6.	Examination misconduct affects students' class attendance.	Strongly Agreed	50	62.50%
		Agreed	15	18.75%
		Strongly Disagreed	10	12.50%
		Disagreed	5	6.25%
		Total	80	100
7.	Students want to pass their examination without acquiring certificates.	Strongly Agreed	2	2.50%
		Agreed	8	10.00%
		Strongly Disagreed	35	43.75%
		Disagreed	35	43.75%
		Total	80	100
8.	Examination misconduct has negative effect on the performance of students in Office Technology and Management.	Strongly Agreed	35	43.75%
		Agreed	25	31.25%
		Strongly Disagreed	12	15.00%
		Disagreed	8	10.00%
		Total	80	100

Item 5, “Examination misconduct discourages hard work and dignity of labour among students” was provided with four variables. 45 respondents representing 56.25% strongly agreed, 25 respondents representing 31.25% agreed, while 2

respondents representing 2.50% strongly disagreed and 8 respondent representing 10% disagreed

Item 6, “Examination misconduct affects students’ class attendance” was provided with four variables. 50 respondents representing 62.50% strongly agreed, 15 respondents representing 18.75% agreed, 10 respondents representing 12.50% strongly disagreed while the remaining 5 respondents representing 6.25% disagreed.

Item 7, “Students want to pass their examination without acquiring certificates” was provided with four variables. 2 respondents representing 2.50% strongly agreed 8 respondents representing 10% agreed, 35 respondents representing 43.75% strongly disagreed, while the remaining 35 respondents representing 43.75% disagreed.

Item 8, “Examination misconduct has negative effect on the performance of students in Office Technology and Management” was provided four three variables. 35 respondents representing 43.75% strongly agreed, 25 respondents representing 31.25% agreed, 12 respondents representing 15% strongly disagreed, while 8 respondents representing 10% disagreed.

From the above analysis, it can be deduced that examination misconduct has a negative influence on students.

Research Question Three

What are the causes of examination misconduct?

Items No. 9, 10, 11 and 12 of the questionnaire were used to test the above research question as shown in the table below:

*Table 9**Tabular Analysis of Responses to Research Question Three*

Item	Statements	Variables	Responses	Percentage (%)
9.	Examination misconduct discourages other antisocial conducts on campus such as cultism, indiscipline among students.	Strongly Agreed	40	50.00%
		Agreed	20	25.00%
		Strongly Disagreed	14	17.50%
		Disagreed	6	7.50%
		Total	80	100
10.	It is good to arrange sit next to someone in order to copy from his/her paper.	Strongly Agreed	4	5.00%
		Agreed	8	10.00%
		Strongly Disagreed	38	47.50%
		Disagreed	30	37.50%
		Total	80	100
11.	Poor sitting arrangement encourage examination misconduct in Kaduna Polytechnic.	Strongly Agreed	40	50.00%
		Agreed	17	21.25%
		Strongly Disagreed	15	18.75%
		Disagreed	8	10.00%
		Total	80	100
12.	Examination misconduct does more good than harm to its perpetrators.	Strongly Agreed	48	60.00%
		Agreed	18	22.50%
		Strongly Disagreed	9	11.25%
		Disagreed	5	6.25%
		Total	80	100

Item 9, “Examination misconduct discourages other antisocial conducts on campus such as cultism, indiscipline among students.” was provided with four variables. 40 respondents representing 50% strongly agreed, 20 respondents

representing 25% agreed, 14 respondents representing 17.50% strongly disagreed while the remaining 6 respondents representing 7.50% disagreed.

Item 10, “It is good to arrange sit next to someone in order to copy from his/her paper” was provided with four variables. 4 respondents representing 5% strongly agreed, 8 respondents representing 10% agreed, 38 respondents representing 47.50% strongly disagreed, while the remaining 30 respondents representing 37.50% disagreed.

Item 11, “Poor sitting arrangement encourage examination misconduct in Kaduna Polytechnic” was provided with four variables too. 40 respondents representing 50% strongly agreed, 17 respondents representing 21.25% agreed, 15 respondents representing 18.75% strongly disagreed while the remaining 8 respondents representing 10% disagreed.

Item 12, “Examination misconduct does more good than harm to its perpetrators.” This was provided with four variables. 48 respondents representing 60% strongly agreed, 18 respondents representing 22.50% agreed, 9 respondents representing 11.25% strongly disagreed while the remaining 5 respondents representing 6.25% disagreed.

From the above analysis, it is evident that examination misconduct discourages hard work and dignity of labour amongst students.

Research Question Four

To what extent has the current measure been used to curb examination misconduct amongst students?

Items No. 13, 14, 15 and 16 of the questionnaire were used to test the above research question as shown in the table below:

*Table 10**Tabular Analysis of Responses to Research Question Four*

Item	Statements	Variables	Responses	Percentage (%)
13.	Examination misconduct tarnishes the image of an institution.	Strongly Agreed	50	62.50%
		Agreed	15	18.75%
		Strongly Disagreed	10	12.50%
		Disagreed	5	6.25%
		Total	80	100
14.	Introduction of Computer Base Test (CBT) eradicate examination misconduct in institution of higher learning.	Strongly Agreed	35	43.75%
		Agreed	34	42.50%
		Strongly Disagreed	7	8.75%
		Disagreed	4	5.00%
		Total	80	100
15.	Biometric data capturing should be used in Kaduna Polytechnic examination.	Strongly Agreed	50	62.50%
		Agreed	20	25.00%
		Strongly Disagreed	5	6.25%
		Disagreed	5	6.25%
		Total	80	100
16.	Writing examination online shall be encouraged to replace the manual methods being used now.	Strongly Agreed	45	56.25%
		Agreed	25	31.25%
		Strongly Disagreed	2	2.50%
		Disagreed	8	10.00%
		Total	80	100

Item 13, “Examination misconduct tarnishes the image of an institution” was provided with four variables. 50 respondents representing 62.50% strongly agreed, 15 respondents representing 18.75% agreed, 10 respondents representing 12.50% strongly disagreed, while the remaining 5 respondents representing 6.25% disagreed.

Item 14, “Introduction of Computer Base Test (CBT) eradicates examination misconduct in institution of higher learning” was provided with four variables. 5 respondents representing 43.75% strongly agreed, 34 respondents representing 42.50% agreed, 7 respondents representing 8.75% strongly disagreed, while the remaining 4 respondent representing 5% disagreed.

Item 15, “Biometric data capturing should be used in Kaduna Polytechnic examination” was provided with four variables. 50 respondents representing 62.50% strongly agreed, 20 respondents representing 25% agreed, 5 respondents representing 6.25% strongly disagreed, while the remaining 5 respondents representing 6.25% disagreed

Item 16, “Writing examination online shall be encouraged to replace the manual methods being used now” was provided with four variables. 45 respondents representing 56.25% strongly agreed, 25 respondents representing 31.25% agreed, 2 respondents representing 2.50% strongly disagreed, while the remaining 8 respondents representing 10% disagreed.

From the above analysis, it is evident that the current measure introduced to curb examination misconduct is very effective.

Findings

Based on the analysis of data gathered for this study, the following findings were reached by the researcher.

1. Students indulge in examination misconduct because of some variables ranging from short semester, inadequate learning facilities, lazy study habit and lecturers’ ineffective invigilation.
2. Examination misconduct discourages has a negative influence on students.
3. Examination misconduct discourages hard work and dignity of labour amongst students.
4. Current measures introduced to curb examination misconduct is effective.

Discussion of Findings

It was discovered that students indulge in examination misconduct because they do not attend classes regularly. Students indulge in examination misconduct because of some variables ranging from short semester, inadequate learning facilities, lazy study habit and lecturers' ineffective invigilation. However, the effect of examination misconduct on the educational system and the society as a whole also affects general quality and standards of services in a country. The country will end up producing half-baked higher education graduate who lack the knowledge, skills and competences to exploit the resources of the nation.

Examination misconduct discourages has a negative influence on students. Beside, the country will not develop technologically because students no longer learn and doctors who will forget scissors and towel in the stomach of patients after surgical operation. In addition, the system will continue to produce lecturers who cannot impart knowledge to the students, as well as produce lawyers who cannot differentiate between an accused person and the complainant.

Examination misconduct discourages hard work and dignity of labour amongst students. Current measures introduced to curb examination misconduct are effective. In Nigeria, the educational system and other systems are crisis-ridden. Nigerian educational system has degenerated into a decadent, morbid institution plagued with fear of blood-thirsty secret-cult members, drug-driven violence and anarchy as well as rampant cases of examination misconduct. Some Nigerian students have become so wild that they abduct their teachers and even heads of institutions and yet get away with it.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This research examines Examination Misconduct and its Impact on Students Academic Performance in Kaduna Polytechnic. Four research questions were formulated to carry out the study and the study revealed that:

Short semesters, inadequate learning facilities and lazy studying habits make students involved in examination misconduct.

Examination misconducts lead to irreversible loss of credibility. A country that is ranked high in examination misconduct loses international credibility. The implication is that certificates/documents emanating from such country's educational system will be treated with suspicion and doubt. Since certificates are becoming valueless in Nigeria, our educational institutions are dead as far as international cooperation in education is concerned.

Lack of confidence is a result of inadequate preparation. These days, students are no longer hard working and dedicated towards their academic endeavours. No matter what, a student who is not well prepared would cheat in examination hall in order to pass.

Cameras could be placed in examination halls during writing of examinations. Invigilators, school authorities and other examination officials should be put under surveillance as some of them maybe major actors in examination misconduct.

Conclusion

The effect of examination misconduct in Nigeria institutions cannot be overstated. Noted it has been reported in dailies that some foreign countries like USA and United Kingdom had refused to accept Nigeria degrees due to the prevalence of

examination misconduct. It is also posing a great threat to the survival and sustainability of good quality education, integrity and credibility of the certificates awarded. Most of the social ills, including medical misconduct by incompetent doctors, manufacture and sale of fake drugs by pharmacists, collapse of building designed by fraudulent engineers, massive fraud in banks, miscarriage of justice, rigging of election by unelected politicians, poor quality pastors who take advantage of their members, mass failure in examination etc, are effects of examination misconduct and all these will impede productivity in the country. When employed by companies, much money is expended retraining them because they are product of examination misconduct thereby lowering productivity and recommendations were therefore, put forward in this direction.

From the aforementioned, it will not be out of place to conclude that product of examination misconduct who are in the labour market are setbacks to economy growth as such institution should strive to eradicate it if Nigeria must grow.

Recommendations

The following recommendations were made to reduce examination misconduct and its impact on students' academic performance in Kaduna Polytechnic Edo State:

1. It is not just enough to make rules and regulations. If rules and regulations are made, the schools management must ensure that they are enforced by setting up a special examination monitoring body/task-force to be saddled with the responsibility of monitoring the conduct of examinations both overtly and covertly. Candidates found guilty of the crime of examination misconduct should be punished severely to serve as deterrent to others.
2. The undue emphasis placed on paper qualifications should be reduced so as to minimize the rate at which students indulge in examination misconduct

to acquire paper qualifications. There is the need to identify other alternative ways of assessing students' ability other than conventional examinations. Graduates should be subjected to vigorous tests in the course of seeking of employment so as to assess their abilities and as a means of reducing examination misconducts.

3. The Nigeria government should realise that education is the bedrock of every society and a springboard for empowerment in a complex and competitive world of ours. Therefore, the educational sector should be properly equipped, motivated and duly considered in the national development plans to avoid incessant strikes witness in the system.
4. The management should ensure that students are taught for fifteen (15) weeks according to National Board for Technical Educations Syllabus (NBTE) for each academic semester. The idea of truncated semesters should be stop forthwith.

Limitation of the Study

In the course of this study, the researcher had some limitations. The main problems was time factors

The second was combining the conduct of this research work with other academic work, such as lectures and examination at the same time.

The researcher also had financial limitation as the cash was not always there as required.

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APPENDIX I

Department of Office Technology and Management,
School of Information and Communication Technology,
Auchi Polytechnic,
Auchi,
Edo State.

5th November, 2022.

Dear Respondent,

LETTER OF INTRODUCTION

I am a student of the above named department, undertaking a research work on the topic "Examination Misconduct and its Impact on Students Academic Performance in Kaduna Polytechnic

The study is in partial fulfilment of the requirement for the award of Higher National Diploma (HND) in Office Technology and Management.

Your assistance in providing sincere answers to the attached questionnaire will be highly appreciated.

I promise that all information received will be treated as strictly confidential and will be used purely for the purpose of this study.

Thank you for your cooperation.

Yours faithfully,

**Well Favour Ipemosi
Researcher**

QUESTIONNAIRE

SECTION A:

PERSONAL DATA

Please tick (✓) in the appropriate boxes to indicate your answer.

1. Sex
 - a. Male ()
 - b. Female ()
2. Age
 - a. 17 – 22 ()
 - b. 23 – 25 ()
 - c. 26 and above ()
3. Marital status
 - a. Single ()
 - b. Married ()
4. What is your highest educational qualification?
 - a. WAEC/GCE ()
 - b. ND ()
 - c. HND/BSC ()

SECTION B: GENERAL DATA

1. Short semesters make students indulge in examination misconduct.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
2. Inadequate learning facilities make students to engage themselves in examination misconduct.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
3. Students' involvement in examination misconduct is attributable to their lazy studying habits.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
4. Ineffectiveness of the invigilator induces examination misconduct in Kaduna Polytechnic.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
5. Examination misconduct discourages hard work and dignity of labour.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()

6. It is good to arrange sit next to someone in order to copy from his/her paper.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
7. Poor sitting arrangement encourage examination misconduct in Kaduna Polytechnic.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
8. Examination misconduct has negative effect on the performance of students in Office Technology and Management.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
9. Examination misconduct discourages other antisocial conducts on campuses such as cultism indiscipline among students.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
10. Examination misconduct affects students' class attendance.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
11. Students want to pass their examination without acquiring certificates.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
12. Examination misconduct does more good than harm to its perpetrators.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
13. Examination misconduct tarnishes the image of an institution.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
14. Introduction of Computer Base Test (CBT) eradicates examination misconduct in institutions of higher learning.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
15. Biometric data capturing shall be used in Kaduna Polytechnic examination.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()
16. Writing examination online should be encouraged to replace the manual methods being used now.
 - a. Strongly agreed ()
 - b. Agreed ()
 - c. Strongly disagreed ()
 - d. Disagreed ()