

TITLE PAGE

**CAUSES AND EFFECTS OF EXAMINATION MALPRACTICE AMONG OFFICE
TECHNOLOGY AND MANAGEMENT STUDENT KADUNA POLYTECHNIC**

BY

**IBRAHIM YUNUS
KPT/CBMS/19/55890**

**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF OFFICE
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HIGHER NATIONAL DIPLOMA (HND) IN OFFICE TECHNOLOGY AND
MANAGEMENT STUDIES**

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DECLARATION

I hereby declare that this research work was undertaken by me under the supervision of Mrs. Lois Samaila of the Department of Office Technology and Management, College of Business and Management Studies, Kaduna Polytechnic. No part of this work has been lifted from any other research work without due credit given to the authors.

Ibrahim Yunus
KPT/CBMS/19/55890

Signature/Date

APPROVAL PAGE

This is to certify that this research project titled “**Causes and Effects of Examination Malpractice among Office Technology and Management Student Kaduna Polytechnic**” is an original work undertaken and written by **Ibrahim Yunus (KPT/CBMS/19/55890)** and has been prepared in accordance with the regulations governing the preparation and presentation of project in Kaduna Polytechnic and approved as meeting the requirements for the award of Higher National Diploma (HND) in Office Technology and Management.

Mrs. Lois Samaila
(Project Supervisor)

Date

Mrs. Mary N. Okonkwo
(Head of Department)

Date

External Examiner

Date

DEDICATION

This project work is dedicated to Almighty Allah and to my entire family

ACKNOWLEDGEMENT

Gratitude and immeasurable thanks goes to Allah (S.W.A) for giving me the courage and ability of being who I am today, the foundation laid to me by my family which led to my achievements will forever be honored.

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ABSTRACT

This study was designed to investigate the Causes and Effects of Examination Malpractice on the student of Office Technology and Management, Kaduna Polytechnic. Specifically the study investigated the concept, forms, cause, effects, ways of curbing and the solutions to examination malpractice. The sample size of 334 was drawn from a population of 431 which comprises of lecturers ND I Regular, NDII Regular, ND Evening, HND II Regular and HND I Evening students. Four (4) research questions were drawn to guide the study while a set questionnaire was used to obtain data from respondents. Out of 334 questionnaires that were distributed 100 questionnaires were retrieved. Frequency distribution table and simple mean score method was used to analysis the data obtained. Findings from the study reviewed that the cause of examination malpractice in our institutions are that students do not read and prepare for examination. Parents want their children to take up their chosen profession at all cost, so he/she acts contrary to make good result. Some recommendations made includes; lectures should diligently rededicate themselves to their noble profession as this could serve as a potent moral suasion, capable of boosting the confidence of students and dissuading them from engaging in examination malpractice. Student should be helped to cultivate a high reading culture/good study habit instead of contemplating on how to engage in examination malpractice.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Examination malpractice is not a new phenomenon in Nigeria, as well as any part of the world. The first examination malpractice in Nigeria was reported in 1914, when there was a leakage of question paper into senior Cambridge local examination; others traced the origin of examination malpractice to the wave of cancellation of Nigeria's candidate Paper in 1948 because it possess on history during the 1940 matriculation to then 'Yaba'-Nigeria technical. The most pronounced examination malpractice in Nigeria was that of 1964 that was tagged 'expo' subsequently similar malpractice were reported in 1970, 1973, 1974, 1979, 1981, 1988 and 1997 (Olusola, 2014). To expatiate this manifestation, Salim (2010) in Olusola (2014) reported that thirty out of one hundred and sixty-six (166) examination towns were involved in cheating and malpractice which led to the cancellation of the result of forty-five thousand four hundred and forty-eight (45,448) candidate seeking University admission in year 2002.

However the hues and cries about examination malpractice which took place at all levels of the Nigerian education system is nothing but a reflection of the society. The Nigeria society is that which celebrates mediocre and views cheats as being smart. The society does not want to know how an individual achieves success. The important thing is the success. In actual fact, examination malpractice is a variant of the corruption in the society. The politicians employ rigging at elections and enjoy enviable political offices and so do students cheat from primary to tertiary institution to move from one level of

education to another. All sorts of misconducts take place in and around examination venues in order to achieve success. To make matter worse, it is not only students that are involved, parents, teachers, school heads, examination officials all collude between one or more of these agents makes it more difficult to combat. Even the penalties stipulated in Act 33 of 1999 ranging from cancellation of results of 21-years-jail term has failed to achieved any significant shift from the cheating culture (Oduwaiye, 2011).

Referring to the examination fraud in the country, the Nigerian former president, ‘Chief Olusegun Obasanjo’ said students in the country perceived education as a means of getting a meal ticket and getting a job. He further argued that the perception or orientation must change so that student would appreciate the intrinsic value of education, which is the total development of the individual to be able to make meaningful contributions to the family, community and the country at large (Ijaiya, 2010).

Furthermore examination malpractice is one of the most dangerous problem in our society, in the secondary schools and higher institution; very few can claim ignorance of what is meant by examination malpractice. Each year graduate with very good high grades are produced by many institutions, but the sad story about this is that almost 50% of the graduates cannot defend these grades in the labour market or in other institution if they want to further their education in Nigeria, examinations have been the major instrument used for the evaluation of learners (or student’s achievement). It is a means of assessing the quality of education that an individual has accumulated at the end of a teaching process which may spread over a period of time.

According to Adekate (in Ogidefa 2008) examinations are instruments used for the assessment of individual skills and knowledge content, both in general and specific

areas of studies and over-all academic achievements. To Liman, as cited by Arifayan (2006), in Ogidefa (2008) examination in broad perspective in an instrument for testing, assessing, evaluation and accreditation. Thus in schools examination are a potent instrument for judgment of knowledge or competence. On her own part, Alutu (2009), in Ogidefa (2010) simply defined examination as a process of measuring how much knowledge a student in an institution of learning has acquired after exposing him/her to definite course of instruction. Examination malpractice is becoming more diverse and complex as the culprits now devise schemes including the use of machinery compliance that is examination by proxy. It is disheartening that some of those placed in positions of authority either as invigilators, supervisor and even parents aid these malpractices.

Finally, in order to restore sanity into the educational system and produce valuable graduates and to achieve the objective of education of the citizens in this great nation, measures must be taken to eradicate the great destroyer of our bright future, that is (examination malpractice).

1.2 Statement of the Problem

The persistent occurrence of examination malpractices has been a major concern to educationists (Aghenta, 2009; Ige, 2011) it has also become a major challenge to examination bodies, the government of Nigeria, school administrators and parents alike. Despite the high premium placed on examinations by the National Policy on Education (FGN, 2004), penalties stipulated by Act 33 of 1999 Nigeria constitution and punishment made by schools it seems that examinations malpractices have not been properly addressed. All these trends put in place to stop this menace remain almost ineffective. Consequently, it does not serve as deterrent to students. Nothing concrete has been done

to reduce or eradicate the problem. The level of examination malpractice in Nigeria universities specifically College of Business and Management studies Kaduna Polytechnic as a case study makes a research of this nature a paramount interest because it will properly looked into; in this research work so as to make reduction or eradication of examination malpractice effective.

1.3 Purpose of the Study

The main purpose of this study is to examine the causes and effects of examination malpractice among office technology and management students. Specifically, this study to:

1. Ascertain the forms of Examination Malpractice in Office Technology and Management students.
2. Investigate the Causes of Examination Malpractice among Office Technology and Management students.
3. Examine the effect of Examination Malpractice on Office Technology and Management students.
4. Identify ways of Curbing Examination Malpractice among students of Office Technology and Management students.

1.4 Research Questions

In order to achieve the objectives of the study, the following research questions were put forward to guide the study.

1. What are the Forms of Examination Malpractice among students in Office Technology and Management students?

2. What are the Causes of Examination Malpractice among Office Technology and Management students?
3. What are the Effects of Examination Malpractice among students in Office Technology and Management students?
4. What are the ways of Curbing Examination Malpractice among students of Office Technology and Management students?

1.5 Significance of the Study

The study will no doubt be beneficial to the following;

1. **Institution:** This study shall be of immense benefit to institutions of learning, this study will help the institution on how to curb examination malpractice as well as make student not to over depend on examination malpractice to pass their examinations.
2. **Lecturers:** This study will also enlighten lecturers of all the various forms and causes of examination malpractice among students with a view to sermonize them appropriately
3. **Students:** This study will enlighten the students of the major causes of examination malpractices and how they can overcome it.
4. **Future researchers:** This study will also serve as reference material to future researchers.
5. **Society/Parent:** This study will in no small measure assist parents and the society at large in knowing what their children in school and this will assist them to learn and concentrate more in their studies not to cheat.

1.6 Scope of the Study

The study on Causes and Effects of Examination Malpractice among Office Technology and Management Students in Kaduna Polytechnic will be limited on concept of examination malpractice, types of examination malpractice, causes of examination malpractice, effect of examination malpractice. The study will be carried out in the Department of Office Technology in Ungwan Rimi Kaduna Polytechnic.

1.7 Limitation of the Study

1.8 Definition of Terms

Examination: A test designed to assess somebody's ability or knowledge in a particular subject or field.

Malpractice: Illegal, unethical, negligent, or immoral behavior by somebody in a professional or official position, resulting in a failure to fulfill their responsibility associated with that position.

Student: One who is enrolled or attends classes at a school, college or university.

Institution: A large organization that is influential in the community. It is a large organization founded for a particular purpose such as a college.

Effects: A change which is a result of an action or other cause.

Causes: A good reason for thinking or doing something.
Examination

Malpractice: Could be defined as a process, whereby students by cheating in examination hall, in order for them to be able to gain what they want. They cheat by writing in piece of paper, writing in their palm and other part of their body.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter review related literature on assessing the trends of examination malpractice in our institution. The review is carried out through the following sub-headings:

- 2.1 Conceptual Framework
 - 2.1.1 Concept of Examination Malpractice
- 2.2 Types of Examination Malpractice
- 2.3 Causes of Examination Malpractice
- 2.4 Effect of Examination Malpractice
- 2.5 Ways of Curbing Examination Malpractice
- 2.6 Summary of the review

2.1 Conceptual Framework

2.1.1 Concept of Examination Malpractice

Examination malpractice is a form of corruption and corrupt practice that has crept into the fabric of all levels of the educational enterprise in the country. In defining examination malpractice, attempts have been made by experts to define it from various perspectives.

Examination malpractice is defined as a deliberate wrong contrary to official examination rules designed to place a candidates at an unfair advantage or disadvantage. Dike (2015), it comes in different forms like the leakage of examination papers prior to examination, impersonation, external assistance, writing the answer on the blackboard dictation during examination. Adewumi (2014) Illegal candidates, electronic assistance using phones, pagers etc, smuggling whitepaper in the hell, reproduction of another

candidates work with or without permission, inadequate spacing lax supervision and inflation of a candidate's original mark by those who grade the scripts. (Ugwu, 2008).

Udoh (2008) defines examination malpractice as any form of illegal and unauthorized assistance given to single candidate or group of candidate or group of candidates in an examination, illegal and unauthorized in the sense that these actions are prohibited by examination bodies concerned. Snooze (2004) in Ijaiya (2004) defines examination malpractice as all illegal mean which students use to pass examinations.

The university of Port Harcourt's academic policy refers to examination malpractices as; 'all forms of cheating which directly or indirect falsify the ability of the students'' which include'' cheating within an examination hall, cheating outside an examination hall, and any involvement in all illegal examination related offences''.

Shonekan (2012) in Olusola, (2014) sees examination malpractice as act of omission or commission that contravenes those West Africa Examination Council rules and regulation to the extents of undermining the validity and reliability of the test.

From the psychological view Dike (2015) noted that examination malpractice is all forms of cheating which directly or indirectly falsely the ability of the student's performance.

The researcher defines examination malpractice as any illegal act committed by a student single headedly or in collaboration with other like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examinations in order to obtain underserved marks or grades. The means of perpetrating this illegal act many range from bringing in un-authorized materials to the examination hall, disrupting the conduct of examinations, buying examination papers,

changing of grades after examination and impersonation to using money or candidates body to earn marks.

In view of the adverse effects that examination malpractice has on the education system, it becomes necessary to critically examine it. At what stage does examination malpractice occur, what are their impact on the students and on education standards?

2.2 Types of Examination Malpractices

Researchers have shown that examination malpractices take difference forms. The following list is not exhaustive, but the major ones being identified by Ogunu (2009) Ivowi (2012) Imogie (2008) Denga and Ali (2000) are as follows:

1. Impersonation
2. Smuggling of answer scripts
3. Examination Leakage
4. Mass Cheating
5. Insult/ Assault on Examination Officials
6. Irregular Activities Inside and Outside the examination Hall.
7. Expo
8. Dubbing
9. Super print
10. Bullets or Missiles
11. Microchips
12. Hi-tech Micro computer
13. Networking
14. Refusals to submit answer script at the end of examination

2.3 Causes of Examination Malpractice in Higher Institutions

The causes of examination malpractice are numerous as one encounters examination; different reasons are given to stop advocates from these acts. These tend to expose the cause of examination malpractice. Maduka (2001) in Olusola (2006) sees undue emphasis placed on certificates as one of the causes of examination malpractice in Nigeria.

It is an established fact that examination malpractice which has assumed all alarming proportion is caused by a number of variables/factors. Olusola (2010) highlighted the following as the major causes of examination malpractices:

Student: in the school set up, examination is administered primarily on students. Students these days are generally indolent and lazy. They are not prepared to work they hardly study and prepare for exams. They believe that money can do everything for them. Rather than spend time and energy studying/ reading to pass an examination, students are very busy planning how to cheat. They make a fool of those who genuinely work hard pass examinations. It no longer seems glorious for a student to sweat and seat. The level of performance of students these days appears to be determined by how best they can cheat in examination. More importantly, the feeling of inferiority complex to which any student that fails exam is subjected in the school, at home and in society at large would make the student go to any length to pass examination.

In fact majority of students today prefer today prefer disco parties, watching films and other trivialities to any serious academic engagement. Many female students are practicing prostitutes. They 'sell' their precious womanhood for marks or high grades.

Lectures: it is common knowledge that lectures help students in their own department to cheat in examinations. Some take it to the ridiculous extent of showing, or simply ‘selling’ the questions in their own courses to their close friends - often female students. Again such dubious students with the connivance of equally dubious lectures graduate with the class of degree/ grade/certificate they do not merit. They often graduate with better grades than their mates burn the midnight oil. Salim (2010)

In summary, it is a known fact that lectures are being ‘blocked’ either cash or in kind for high grades. This is as a result of lack responsibility, dedication and devotion to duty. Some lectures intentionally delay release of results to allot time for students to come and ‘settle’ them.

Strikes/Closure of Institutions: Frequent strike actions indiscriminate closure of institutions aid examination malpractice. When institutions are closed, semester and course work are condensed and students become panicky and start to explore ‘the best means’ to pass their examination.

Influence of Foreign Culture: The school is expected to teach the culture of the larger society to its members of whom the students are a part. It is also expected to prepare the students to have good character as to relate positively with society; and effectively give students cognitive orientation for development of themselves and the society. Looking at the goals that schools are expected to achieve, one then wonders how examination malpractice in our institutions of learning has polluted the culture the school is supposed to uphold in relation to the culture students are supposed to preserve. The general urge to obtain certificate that one cannot defend has become the order of the day.

Society's Expectation/Orientation: It is the general notion of the entire populace in Nigeria that once you have gone to school; you must graduate with a good certificate. Anything shorts of that present you as a failure or drop out, your honour and prestige are at skate. In this respect, certificate is valued as a means to an end. Thus, all means, whether straight or crooked, are employed to achieve this objective. Evidence has shown the extent to which students have gone by concealing answers in nylon hiding them under their shoes, mathematical sets and socks. Students in our institution of learning are expected participate in and interact with the society to which they belong; therefore, the orientation is such that the certificate is seen as a prerequisite to acquire wealth and 'belong''. It is equally very sad to note that in many examinations, some teachers who are supposed to uphold the society's norms and the ethics of their profession collude with parents, students and supervisors of various examination bodies or their agencies to perpetrate examination fraud. Ogidefa (2008)

Socio-Economic Status of Parent: Research finding by ezewu and paiobanya (1982) indicate that academic aspiration of the school child is positively related to the socio-economic status of his parents. This is so because children always imitate their parents and many of them would wish to be like their parents and so aspire to be as highly educated or even better than their parents. Some parents want their children to take up their profession at all cost. Consequently. We see a situation where some parents go to the extent of buying examination papers for their wards and also lavishing invigilator and supervisors with gifts. In some instances, students go the extra mile of hiring fellow students in higher institutions to write examination for them. Examples of these abound in both national and professional examinations. Oduwaiye (2011)

Admission Requirements: In any institution of learning, there are specific admission policies requirements. For instance, from secondary school to university level, prospective applicants are expected to possess some minimum qualification (s) before being considered for admission. In an attempt to satisfy these requirements, students know that they must possess the relevant subjects for the course of study. Therefore, some of them felt that something must be done to avoid failure in their examination so as to guarantee the achievement of their career goals. The final consequence of this that many of them resort to cheating during the prescribed examination(s) so as to fulfil their academic ambition especially in key subjects like mathematics and English language.

Employment Requirements: Qualifications are the major parameters to be used for employment or to fill vacancies in enterprises in the labor market. Therefore, getting the certificate is the most important goal to any prospective applicant. Once the connection is there in addition to obtaining the certificate, the job is secured. The effect of this is that security a good job in Nigeria depends on a good certificate, hence students who are in pursuit of such good jobs but are weak academically resort to all sorts of means including cheating in examination.

General Economic Ailment/Level of Income: The economic is another cause of examination malpractice state Ahusa (1994) and Oluola (2006) asserted that due to the dwindling economic standard, low income to meet the ever growing human wants, teachers together with supervisors engage in misconduct and malpractice – these they do in exchange of money (bribe), gift items, contracts and other mouth-watering offers from either the candidates or their advocates.

Akinyode (2004) in Olusola (2006) agreed with the poverty levels of Nigerians as one of the causes of examination malpractice, he states that the World Bank and the international community's assessment of the poverty level of Nigerians has moved from 40% in 1992 to 70% in 1996. This poverty level had injected almost all civil servants with virus called bribery. Bribery in our educational systems has given birth to the monster called malpractices. These monsters are presently destroying our value education and making nonsense of our certificates. Bribery in our institution of learning is it primary, secondary or tertiary will not produce the best brains in our society. Bribery would not produce the graduates who would stand tall away equals and who would go on make tangible and lasting contributions to the advancement of humanity.

Fanfunwa, (1974) in Olusola (2006) identifies another cause of lack of proper guidance and counseling programmes and added that some schools do not have guardian and counseling programmes for students-as such, students take courses without proper guardian; parents sometimes in their pride impose courses on their children not minding the capacity of the affective, cognition or psychomotor of the wards before the imposition. These kids are push too hard and too far thereby making them corrupt through engagements in malpractice and misconducts to please their parents or parents encouraging any form of misconducts or malpractices to justify their pride.

2.4 Effects of Examination Malpractice

According to Annan (2011) a person who engages in examination Malpractices will have guilt, since he/she knows they are not qualified to carry that certificate or result. She also surmise that examination malpractice brings shames and embarrassment to the

family because the legal sword of justice may fall on the perpetrator leading to and from of sanction.

Philip, et al (2012), stressed that as a deterrent to examination malpractices, a student could be expelled. This may lead to psychological trauma, unfulfilled dreams and a disappointment to his family self. Other penalties for the student as stipulated by Kaduna Polytechnic handbook include the following:

- Rustications from the institution
- Repeating a semester or session
- Cancellation of the candidates examination
- Any other punishment may be determined by the Academic Board.

Nwaankama (2012) stated that a lecture could lose his/her job or be suspended for a period of time. Dismissal may cause the lecture not to secure a job easily as may be required to present a recommendation letter from his formal employee.

The Institution

When institutions provide graduates, who cannot stand challenges posed by the working world the worth or value of their certificate is reduced to that of a common piece of paper. This could bring ridicules to the holder.

The Nation

Danghese (2014), gave evidence to the fact that in days gone by, lots of students trouped into Nigeria institution to learn but now the case is reversed as examination malpractices has reduced the value and standard of our educational system.

According to Abel(2010), examination malpractice could lead to imprisonment of the culprit, Decree 30 of the 1999 constitution stipulated three(3) years, and the new law

by the federal Government which stated that anyone caught during examination doing malpractice will face imprisonment or a fine of two hundred thousand naira (₦200,000) paid or would face the both punishment. Examination malpractice has reduced the value of our educational standard and we are moving backward.

2.5 Ways of Curbing Examination Malpractice

There are certain truths that every students needs to be reminded of from time to time, and the consequences of examination malpractice is one of them. Every efforts steps will help in managing examination bodies and schools to reduce malpractice. Agbakwuru (2017) stated the following as possible ways for curbing examination malpractice

1. All staff of examination bodies should be well paid so that they will not be enticed with money.
2. Examination papers should not be within the reach of the security agents.
3. Posting of supervisors should be changed on daily or weekly basis. Investigators to conduct examination in a ratio of about one to twenty students.
4. Sitting arrangement of students should be changed on daily or weekly basis. Student could be arranged according to their registration/examination numbers or names.
5. Efforts should be made to inspect all examination centres at least once daily.
6. Parents and communities should train-up their children to imbibe the tradition values of honesty, hard-work, fairness, uprightness at home and be complemented.

7. Government should provide conducive learning environment to schools by providing learning facilities and enhanced remuneration for teachers.
8. Enough resources must be made available for the conduct of examination (ene and Ursula, 1998).
9. Examination bodies, school administrators and government should encourage individuals and groups towards preventing examination malpractices like the EXPO WAR SIMULATION GAME and activities of EXAMS Society of Nigeria.
10. Examination bodies be serous with Act 33 of 1999 and enforce it. (Fagbemi, 2011)
11. Proper orientation on avoiding examination malpractice and its consequences of all new students in all institutions at their resumption.
12. National campaign on the values of honesty and integrity may help in combating leakage and other resumption.
13. External examination bodies should publish and rules and regulations guiding their examinations. Schools, teacher and students must be compelled to have a copy.
14. Schools and examination halls must be in order, well equipped and arranged before the commencement of the examination. There must be enough personnel for invigilation.
15. Principals, teachers, lecturers, need to be tutored on consequences of examination malpractices and anyone caught to be remotely involved in examination malpractices should be summarily dismissed.
16. Techniques for identifying specific causes of examination malpractices in various schools and how to eliminate them should be made known to school personnel.

17. The rigidity and timing of examinations should be reviewed in such a way that when a student complained genuinely that he cannot write an examination another time suitable should be organized for him, this will eliminate the phobia of failure which may result in malpractice.
18. Embossment of candidates photographs as practiced by WAEC could be on all external examinations, tertiary institution and National Youth Services Corps certificates as a way of curbing impersonation.
19. Tertiary institution should always examine the new students immediately they resume and the students who do not meet up with the required level of performance should not be registered.
20. For all examination, students should not sit too close to each other and they should be checked very well before they start their papers.

2.6 Summary of the Review

This chapter was able to defined the concept of examination malpractice at it is seen as any form of cheating and as an illegal practice that details the purpose of examination. Form of examination malpractice which include but not limited to; impersonation, disorderliness, cheating, giraffing, conspiracy and aiding, forging of results, machinery, microchips smuggling of question papers out of examination venues, smuggling answer scripts into examination venues, sorting and rewriting etc.

The chapters further review that the causes of examination malpractice could be attributed to societal value system, the behavior of candidates, parents and the education system. The consequences could be catastrophic to both education system and the society as it would turn out the society of certificated illiterates.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter will present the methods to be used in the collection of data for the study. This chapter constitutes the following;

- 3.1 Research Design
- 3.2 Area of the Study
- 3.3 Population for the Study
- 3.4 Sample size / Sampling Techniques
- 3.5 Instrument for Data Collection
- 3.6 Validation of the instrument
- 3.7 Administration of the instrument
- 3.8 Method of data analyses

3.1 Research Designs

A case study research design will be adopted in order to obtain comprehensive and detailed information from the respondents. Neale et al (2006) advised that a case study should be carried out when the study resolves around many classes or categories of respondents.

3.2 Area of the Study

This study will be carried out in the department of Office Technology and Management OTM in College of Business and Management Studies in Kaduna Polytechnic Golf Course Road, Ungwan Rimi, Kaduna.

3.3 Population for the Study

The target population for the study will be made up of lecturers, NDI NDII, HNDI and HNDII (Regular and Evening). There are sixteen (16) lecturers and four hundred and thirty one (431) students in the department. A breakdown of the population is presented in table 3.3.1 below as obtained from the department under study.

Table 3.1:

S/N	Class	No. of student	Total
1.	Lecturers	16	16
2.	ND I Regular	155	155
3.	ND II Regular	144	144
4.	ND II Evening	34	34
5.	HND II Regular	56	56
6.	HND I Evening	26	26
	Total	431	431

3.4 Sampling Size and Sampling Techniques

The researcher will make use of Krejcie and Mogan (1970) table for determining sample size using simple random sampling techniques. Thus the sample size will be one hundred and twenty seven (127). A breakdown of the sample is presented in table 3.2 below;

S/N	Class	No. of student	Total	Sample Size
1.	Lecturers	16	16	14
2.	ND I Regular	155	155	113
3.	ND II Regular	144	144	103
4.	ND II Evening	34	34	32
5.	HND II Regular	56	56	48
6.	HND I Evening	26	26	24
	Total	431	431	334

3.5 Instrument for Data Collection

The researcher will use one set of structured questionnaire for both the lecturers and students of Office Technology and Management. This is because questionnaire is believed to be the best method of obtaining adequate information from literate respondents in a study. The questionnaire will be divided into 4 sections, (A-E) section A: this is will sought for personal data of the respondent, which was used for identification purpose. Section B provides information to answer the four research question 1 which is; forms of examinations malpractice in Office Technology and Management Students section: C provides information to the research question 2 which is; causes of examination malpractice among Office Technology and Management Students? Section D provides information to the research question 3 which is; effect of examination malpractice on Office Technology and Management Students? Section n E provides information to the research question 4 which is; ways by which examination malpractice can be solved in Office Technology and Management Department.

3.6 Validation of Instrument

In order to ensure the validity of the instrument in measuring what it is expected to measure, the researcher will subject it to face validation from the project supervisor and two other lectures, the necessary adjustment, comments, corrections, and observation will be made before administering the questionnaire to the respondents.

3.7 Administration of Instrument

The researcher will personally distribute the questionnaire to the respondents in the department. The respondent will be given the questionnaire and allowed 2 (two) days to complete the questionnaire before collecting them.

3.8 Methods of data analysis

The researcher will adopt the four point likert scale, the use of values allocated to the four point scale is as follows;

SA	-	Strongly Agree	4 points
A	-	Agree	3 points
SD	-	Strongly Disagree	2 points
D	-	Disagree	1 point

To obtain the cut off point for the decision, the following formular is applicable thus:

$$\begin{aligned} X &= \frac{\sum fx}{n} \\ &= \frac{4+3+2+1}{4} \\ &= \frac{10}{4} \\ &= 2.5 \end{aligned}$$

Where \sum	=	Summation
f	=	frequency
n	=	No of Scores
x	=	Score
m	=	mean

Decision Rule

The cut-off point will be 2.5 the mean scores will be calculated by multiple each variable by the value allocated to each of the four (4) points and sun up to get summed frequency ($\sum fx$) which will be divided by number of the sample size (N) to get the mean score. Any mean score that is equal to 2.5 or greater than is agreed, while on the other hand, any mean score calculated which is less than 2.5 will be disagreed.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and presentation of findings of the data collected from lecturers and ND I and NDII Regular, ND II Evening, HND I Evening and HND II Regular students through questionnaires. A total of 334 questionnaires were administered, only 100 were returned. This formed the basis of analysis.

4.1 Presentation and Analysis of Data

Research Question One: What are the forms of examination malpractice on the students of Office Technology and Management?

Table 4.1: Responds to the forms of examination malpractice on the student of Office Technology and Management.

S/N	Variables	SA	A	D	SD	FX	X	Remark
1.	Student take answer scripts into the examinational hall	85	10	5	-	380	3.8	Agreed
2.	Bringing cellular phones or other devices into the examination hall	70	15	10	5	350	3.5	Agreed
3.	Students sort out examiners to change examination score or grade	50	33	7	10	323	3.2	Agreed
4.	Students also tattoo their bodies with answers	65	18	12	5	342	3.4	Agreed
5.	Refusals to submit answer scripts at the end of examination	70	15	10	5	350	3.5	Agreed
Source: Field Survey, 2022		N=100			Cut-Off=2.5			

Interpretation

From variables above, variable 1 which has a mean score of 3.8 and is above cut-off point of 2.5, reveals that respondent agreed that Student take answer scripts into the examination hall, variable 2 which has a mean score of 3.5 and is below the cut-off point of 2.5 reveals that respondent agreed that bringing cellular phones or other devices into the examination hall, variable 3 with a mean score of 3.2 which is above cut-off point of 2.5 shows that respondents agrees that students sort out examiners to change examination score or grade, variable 4 has a mean score of 3.4 reveals that respondents agree that Students also tattoo their bodies with answers and variable 5 has a mean score of 3.5 which is above the cut-off point of 2.5 shows that respondents believe that Refusals to submit answer scripts at the end of examination.

Research Question Two: What are the causes of examination malpractice on the student of Office Technology and Management?

Table 4.2: Responds to the Causes of Examination Malpractice on the student of Office Technology and Management.

S/N	Variables	SA	A	D	SD	FX	X	Remark
6.	Some student do not read and prepare for examination	45	30	15	10	310	3.1	Agreed
7.	Lecturer help student in the department to cheat in examinations	47	23	15	15	302	3.0	Agreed
8	Parents want their children to take up their chosen profession at all cost	82	12	4	-	372	3.7	Agreed
9.	Admission policies requirement of higher institution	60	17	20	3	334	3.3	Agreed
10.	Certificate are valued as an end and cost as a means to end	70	20	5	5	355	3.5	Agreed
Source: Field Survey, 2022		N=100			Cut-Off=2.5			

Interpretations

From the variables above, variable 6 which has a mean score of 3.1 and is below the cut-off point of 2.5, reveals that respondents agreed that Some student do not read and prepare for examination variable 7 which has a mean score of 3.0 and is above the cut-off point of 2.5 reveals that lecturer help student in the department to cheat in examinations, variable 8 with a mean score of 3.7 which is below the cut-off point of 2.5 shows that respondents agreed that Parents want their children to take up their chosen profession at all cost, variable 9 has a mean score of 3.3 which is above the cut-off point of 2.5 reveals that respondents agreed that Admission policies requirement of higher institution and variables 10 has a mean score of 3.5 which is below the cut-off mark of 2.5 shows that respondents agreed Certificate are valued as an end and cost as a means to end.

Research Question Three: What are the effect of examination malpractice on the students of Office Technology and Management?

Table 4.3: Responds to the effects of examination malpractice on the student of Office Technology and Management

S/N	Variables	SA	A	D	SD	FX	X	Remark
11.	It produce unprofessional graduate	50	25	15	10	315	3.2	Agreed
12.	Indirectly falsify the ability of the student's performance	71	20	9	-	362	3.6	Agreed
13.	Student obtain underserved marked or grades	65	20	10	5	345	3.5	Agreed
14.	It has negative effect on educational system	52	23	10	5	302	3.0	Agreed
15.	It leads to employment of incompetent staff	77	13	2	8	359	3.5	Agreed
Source: Field Survey, 2022		N=100			Cut-Off=2.5			

Interpretations

From variables above, variable 11 which has a mean score of 3.2 and is below the cut-off point of 2.5, reveals that respondents Agreed that It produce unprofessional graduate, variable 12 which has a mean score of 3.6 and is above the cut-off point of 2.5 reveals that Indirectly falsify the ability of the student's performance, variable 13 with a mean score of 3.5 which is below the cut-off point of 2.5 shows that respondents agreed that Student obtain underserved marked or grades, variable 14 has a mean score of 3.0 which is above the cut-off point of 2.5 reveals that respondents agreed that It has negative effect on educational system and variables 15 has a mean score of 3.5 which is below the cut-off mark of 2.5 shows that respondents agreed that it leads to employment of incompetent staff.

Research Question Four: What are the ways of curbing examination malpractice on the student of Office Technology and Management?

Table 4.4: responds to what are the ways of curbing examination on the student of Office Technology and Management?

S/N	Variables	SA	A	D	SD	FX	X	Remark
16.	Punitive measures should be taken on students involve in examination malpractice	70	25	5	-	360	3.6	Agreed
17.	Proper monitoring and supervision to ensure that examination malpractice is eradicated completely in higher institutions	40	30	20	10	300	3.0	Agreed
18.	Student should be helped to cultivate a high reading culture/good study habits instead of contemplating on how to engaged in examination malpractice	85	10	5	-	385	3.9	Agreed
19.	There should be massive campaign against examination malpractice	59	21	12	8	377	3.4	Agreed
20.	Students should bring his/her examination card or identity card to each examinations and display it in a prominent position on his/her desk	69	24	7	-	362	3.5	Agreed
21.	Threat of expulsion if caught cheating during examination	52	23	10	5	302	3.0	Agreed
Source: Field Survey, 2022		N=100			Cut-Off=2.5			

Interpretation

From variables above, variable 16 which has a mean score of 3.6 and is above the cut-off point of 2.5, reveals that respondents agreed that punitive measures should be taken on students involve in examination malpractice, variable 17 which has a mean score of 3.0 and is above the cut-off point of 2.5 reveals that respondents agreed that proper monitoring and supervision to ensure that examination malpractice is eradicated completely in higher institutions, variable 18 with a mean score of 3.9 which is not the same with the cut-off point of 2.5 shows that respondents agrees that Student should be helped to cultivate a high reading culture/good study habits instead of contemplating on how to engaged in examination malpractice, variable 19 with a mean score of 3.4 which is above the cut of point of 2.5 reveals the respondents agreed that there should be massive campaign against examination malpractice, variable 20 as a mean score of 3.5 which is above the cut of point of 2.5 shows that respondent believe students should bring his/her examination card or identity card to each examinations and display it in a prominent position on his/her desk. And variable 21 as a mean score of 3.0 which is above the cutoff point of 2.5 shows that respondents believe threat of expulsion if caught cheating during examination is a way of curbing examination malpractice on the student of Office Technology and Management.

4.2 Major Findings

Having carefully analyzed and interpreted the data collected, the following findings were obtained

Research Question 1: What are the forms of examination malpractice on the student of Office Technology and Management Kaduna Polytechnic?

1. Student take answer scripts into the examinational hall

2. Bringing cellular phones or other devices into the examination hall
3. Students sort out examiners to change examination score or grade
4. Students also tattoo their bodies with answers
5. Refusals to submit answer scripts at the end of examination

Research Question 2: What are the Causes of Examination Malpractice on the student of Office Technology and Management?

1. Some student do not read and prepare for examination
2. Lecturer help student in the department to cheat in examinations
3. Parents want their children to take up their chosen profession at all cost
4. Admission policies requirement of higher institution
5. Certificate are valued as an end and cost as a means to end

Research Question 3: What are the effect of examination malpractice on the students of office Technology and Management?

1. It produce unprofessional graduate
2. Indirectly falsify the ability of the student's performance
3. Student obtain underserved marked or grades
4. It has negative effect on educational system
5. It leads to employment of incompetent staff

Research Question 4: What are the ways of curbing examination on the student of Office Technology and Management, Kaduna Polytechnic?

1. Punitive measures should be taken on students involve in examination malpractice
2. Proper monitoring and supervision to ensure that examination malpractice is eradicated completely in higher institutions

3. Student should be helped to cultivate a high reading culture/good study habits instead of contemplating on how to engaged in examination malpractice
4. There should be massive campaign against examination malpractice
5. Students should bring his/her examination card or identity card to each examinations and display it in a prominent position on his/her desk.
6. Threat of expulsion if caught cheating during examinations.

4.3 Discussion of Findings

From the findings the researcher discovered that the most common forms of examination malpractice are; taking already answered scripts, cellular phones and other devices into the examination hall and changes of examination score or grade by the lecturers. According to Ayanniyi & Anya (2017) identified forms of examination malpractices to include tattoo, token, contract, expo, computo, impersonation, question paper leakage, aiding of students by lecturers, collusion among students, use of unauthorized materials in the examination hall, giraffe or extending of neck to copy from others

It was recorded, that the causes of examination malpractice are that students do not read and prepare for examination, poor course work and unhealthy competition among themselves. According to Akinyode (2004) in olusola (2006) agreed with the poverty levels of Nigerians as one of the causes of examination malpractice, he states that the World Bank and the international community's assessment of the poverty level of Nigerians has moved from 40% in 1992 to 70% in 1996. This poverty level had injected almost all civil servants with virus called bribery. Bribery in our educational systems has given birth to the monster called malpractices.

In addition, it was discovered that the consequences of examination malpractice are expulsion, it produces unprofessional staff and it plants the seed of fraud in the fertile minds of students. According to Annan (2011) a person who engages in examination Malpractices will have guilt, since he/she knows they are not qualified to carry that certificate or result. She also surmise that examination malpractice brigs shames and embarrassment to the family because the legal sword of justice may fall on the perpetrator leading to and from of sanction.

Finally, it was discovered that the solutions to examination malpractice are that punitive measures should be taken on students involved in the act, they should be helped to cultivated a high reading culture and good study habits instead of contemplating on how to engage in examination malpractice, there should be massive campaign against examination malpractice, student should bring their examination card or identity card to each examination and display it in a prominent position on their desk and threat of expulsion if caught cheating during examination. According to Agbakwuru (2017), examination bodies, school administrators and government should encourage individuals and groups towards preventing examination malpractices like the EXPO WAR SIMULATION GAME and activities of EXAMS Society of Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the researcher summarized the discussion made in the previous chapter, draw conclusion and recommendations were drawn for effective and efficient solution to the causes and effects of examination malpractice among students in Department Office Technology and Management.

5.1 Summary

This research project was carried out specifically to examine the causes and effect of examination malpractice in higher institutions. Four (4) research questions were drawn to guide the study in the course of investigation.

Several literatures were consulted to provide theoretical framework for the problem under investigation. Population for the study comprised of four hundred and thirty-one (431) lecturers and students were drawn from the department from the population of the study using simple random sampling (334) sample size. The questionnaire was produced and distributed to 334 respondents and 100 were completed and returned which were used for data analysis and interpretation. Means score was used for the analysis of data.

The study revealed that the forms of examination malpractice in higher institutions are; students take already answered scripts into the examination hall, Students bring cellular phones and other devices into the examination hall. Students sort out

examiners to change of examination scores or grades.

The finding shows that the causes of examination malpractice in our institutions are: some students do not read and prepare for examination, lecturers in the departments do not help student to cheat in examination, parents want children to take up their chosen profession at all costs, admission policies requirement of higher institutions and certificate are valued as an end and cost as a means to end.

The study also shows that the effects of examination malpractice produces unprofessional graduate. Indirectly falsify the ability of the student's performance. Students obtain undeserved marks or grades.

Finally the study revealed that the ways of curbing examination malpractice on the students of Office Technology and Management is by punishing measures taken on students involved in examination malpractice, proper monitoring and supervision to ensure that examination malpractice is eradicated completely in higher institutions, students should be helped to cultivate a high reading culture/good study habits instead of contemplating on how to engage in examination malpractice, there should be massive campaign against examination malpractice, students should bring his/her examination card or identify cards to each examinations and display it in a prominent position on his/her desk and threat of expulsion if caught cheating during examinations.

5.2 Conclusion

Based on findings of the study, it is therefore concluded that the forms of examination malpractice in higher institution are; students take already taken answered scripts into the examination hall, students sort out examiners to change examination scores or grades, students also tattoo their bodies with answers.

The study concluded that the causes of examination malpractice in our institutions are; some students do not read and prepare for examination, lecturers in the departments do not help student to cheat in examination, parents want children to take up their chosen profession at all costs.

The effects of examination malpractice on students are; examination malpractice produces unprofessional graduate. Indirectly falsify the ability of the student's performance. Students obtain undeserved marks or grades. It has negative effect educational system. It also leads to employment of incompetent staff.

Finally the study concluded that, the ways of curbing examination malpractice can be solved by taking punitive measures on students involved in examination malpractice, proper monitoring and supervision to ensure that examination malpractice is eradicated completely in higher institutions, students should be helped to cultivate a high reading culture/good study habits instead of contemplating on how to engage in examination malpractice, there should be massive campaign against examination malpractice, students should bring his/her examination card or identity card to each examinations and display it

in a prominent position on his/her desk and finally threat of expulsion if caught cheating during examinations.

5.3 Recommendations

Based on the findings in the course of this study, the following recommendations are drawn curd examination malpractice and its attendant consequences

1. Educational institutions should stop the practice of indiscriminate admission of students without reference to their past moral life. Having the required academic grade for an entry qualification is not enough, the institutions need to conduct interview for new students. As the students' credentials are checked and summarized, their behaviours should also be checked and scrutinized.
2. Lecturers/Teachers should diligently rededicate themselves to their noble profession. This could serve as a potent moral suasion, capable of boosting the confidence of students and dissuading them from engaging in examination malpractice
3. Students should be helped to cultivate a high reading culture/good study habits instead of contemplating on how to engage in examination malpractice. They imbibe self-confidence to be achievers in life not depending on others or cheating
4. Parents should not aid and abet, directly or indirectly, examination malpractice. Rather, they should motivate their children by providing them with the needed

school materials, not setting too high standard or ambition for them.

5. There should be massive campaign against examination. The fight against examination malpractice should be a collective one, involving everybody in the nation if success it to be recorded.

5.4 Area for Further Study

The researcher recommends that further study be carried out on other related topics on the causes and effect of examination malpractice

1. Remote causes and counseling implications of examination malpractice in Nigeria.
2. Assessing the impact of examination malpractice on the measurement of ability in Nigeria
3. A survey of examination malpractice among other institution

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APPENDIX

College of Business and
Management Studies,
Department of Office
Technology and Management
Studies,
Kaduna Polytechnic, Kaduna.
P.M.B 2113

23rd March, 2022

Dear Respondent,

QUESTIONNAIRE FOR OFFICE PROFESSIONALS

The researcher is a final year student of Office Technology and Management Department undergoing a research on the topic **Causes and Effects of Examination Malpractice among Office Technology and Management Students, Kaduna Polytechnic.** This study is designed purely for academic purpose, and as such all responses will be treated with utmost confidentiality.

Please kindly respond to the questions by ticking appropriately.

Thanks.

Yours faithfully,

Ibrahim Yunus
Researcher

SECTION A: PERSONAL DATA

1. Name of organization: _____
2. Profession: _____
 - (a) Lecturer []
 - (b) Student []
3. Sex:
 - (a) Male []
 - (b) Female []

Please answer the questions that follows using the acronyms below.

- SA = Strongly Agreed 4 Point
A = Agreed 3 Point
D = Disagreed 2 Point
SD = Strongly Disagreed 1 Point

Section B: What are the forms of examination malpractice on the student of Office Technology and Management, Kaduna Polytechnic?

Indicate the extent to which you agree with the following variables as forms of examination malpractice examination malpractice on the student of Office Technology and Management, Kaduna Polytechnic?

S/No	Variable	SA	A	D	SD
1.	Student take answer scripts into the examinational hall				
2	Bringing cellular phones or other devices into the examination hall				
3	Students sort out examiners to change examination score or grade				
4.	Students also tattoo their bodies with answers				
5.	Refusals to submit answer scripts at the end of examination				

Section C: What are the causes of Examination Malpractice on the student of Office Technology and Management, Kaduna Polytechnic?

Indicate the extent to which you agree with the following variables as causes of Examination Malpractice on the student of Office Technology and Management, Kaduna Polytechnic?

S/N	Variable	SA	A	D	SD
6.	Some student do not read and prepare for examination				
7	Lecturer help student in the department to cheat in examinations				
8	Parents want their children to take up their chosen profession at all cost				
9.	Admission policies requirement for higher institution				
10.	Certificate are valued as an end and cost as a means to end				

Section D: What are the effect of examination malpractice on the student of Office Technology and Management, Kaduna Polytechnic?

Indicate the extent to which you agree with the following variables effect of examination malpractice on the student of Office Technology and Management, Kaduna Polytechnic?

S/No	VARIABLE	SA	A	D	SD
11.	It produce unprofessional graduate				
12	Indirectly falsify the ability of the student's performance				
13	Student obtain underserved marks or grades				
14.	It has negative effect on educational system				
15.	It leads to employment of incompetent staff				

Section E: What are the ways of curbing examination malpractice on the student of Office Technology and Management, Kaduna Polytechnic?

Indicate the extent to which you agree with the following variables as ways of curbing examination malpractice on the student of Office Technology and Management, Kaduna Polytechnic?

S/No	VARIABLE	SA	A	D	SD
16.	Punitive measures should be taken on students involve in examination malpractice				
17	Proper monitoring and supervision to ensure that examination malpractice is eradicated completely in higher institutions				
18	Student should be helped to cultivate a high reading culture/good study habits instead of contemplating on how to engaged in examination malpractice				
19.	There should be massive campaign against examination malpractice				
20.	Students should bring his/her examination card or identity card to each examinations and display it in a prominent position on his/her desk				
22.	Threat of expulsion if caught cheating during examinations				