

**FACTORS INFLUENCE EXAMINATION MALPRACTICES AMONG FEMALE STUDENTS OF UMARU ALI SHINKAFI POLYTECHNIC SOKOTO: PERCEIVED CAUSES AND POSSIBLE SOLUTIONS**

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**ABSTRACT**

*Examination Malpractice has become a common phenomenon and endemic in the tertiary educational system. Most of the researchers dwelled in finding out the causes of examination malpractice among students in colleges and higher institutions of learning, but with no specific consideration with the regard to female students. Therefore, this research focuses on the disturbing trend of examination malpractice among female students of Umaru Ali Shinkafi Polytechnic Sokoto as the case study. For the purpose of the research work, adopts descriptive survey of data collection through distribution of structured questionnaires and for interpreting the existing condition. Finding indicate that frequent of examination malpractice among female students with un-imagining factors that include Lack of good guidance on the study by the parents at homes and good counseling by the school, coupled with In adequate learning facility in the institution among others. The paper also recommends the establishment of guidance and counseling unit in the Umaru Ali Shinkafi Polytechnic Sokoto with a view to facilitate proper sensitization and awareness on implication of examination malpractice to the socio-economic and political development of societies and the country at large.*

**Index Words:** *Factors Examination-malpractices, Female Students, Polytechnic*

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**Introduction**

An examination is an instrument by which aptitude and knowledge are imparted and also evaluated. It is the process by which determines the level of knowledge imparted to students is acquired and understood. Examination plays a vital role in educational system. The fact is that, it provides useful information about students' performance and skills, to the very institution where such students are receiving learning and training. It is also used for certification of students and provides feedback to teachers, lecturers and parents on students' academic performances (Attahiru, 2012), (Jimoh, 2009). In spite of that, several cases, incidents of examination malpractices by students at Schools, Colleges, Tertiary institutions and Universities are increasing day-by-day and becoming endemic which conflicts with the core purpose of education, that is, training of mind and character for the acquisition of practical and theoretical skills, knowledge, functional ideals for development and the search for knowledge creation and communication of ideals (Nanna, 1997) (Azuka, 2006). It is against this background that this research aimed at identifying causes of examination malpractices among female students of Umar Ali Shinkafi Polytechnic with the view to finding lasting solution to it.

## **Problem Statement**

This research work is being undertaken in order to find out what are the perceived causes of Female students' involvement in examination malpractices in our tertiary institution. Previous researchers carried out their studies on the generalization of students (both gender) without making specific reference on gender issues (that is Female students). The essence to which motivated this research is to explore an untapped area of female students' involvement in examination malpractice in our tertiary institution. Several cases of examination malpractice involving female students have been attended without concrete measures taken in order to address the predicament situation. The problem of this study is to find a lasting solution to the issue of examinations malpractice among female students of Umar Ali Shinkafi Polytechnic Sokoto.

## **Objectives of the Study**

The main objectives of this research include the following:

1. To examine the causes of examination malpractice among female students in the institution
2. To identify the types of examination malpractices widely practiced among female students in the institution.
3. To find out school environmental factor that might have influenced examination malpractice among students in the institution.

## **Research Question**

1. What are the causes of examination malpractice among female students of Umaru Ali Shinkafi Polytechnic Sokoto?
2. What are the types of examination malpractice widely practice among female students of Umaru Ali Shinkafi Polytechnic Sokoto?
3. Whether school factor might have influenced examination malpractice among students of Umaru Ali Shinkafi Polytechnic Sokoto?

## **Research Hypothesis**

1. H<sub>0</sub>: There is no significant difference among the causes of examination malpractice among female students of Umaru Ali Shinkafi Polytechnic, Sokoto.  
H<sub>1</sub>: There is significant difference among the causes of examination malpractice among female students of Umaru Ali Shinkafi Polytechnic, Sokoto.
2. H<sub>0</sub>: There is no significant difference among types of examination malpractice widely practice among female students at Umaru Ali Shinkafi Polytechnic, Sokoto.  
H<sub>1</sub>: There is significant difference among types of examination malpractice widely practice among female students at Umaru Ali Shinkafi Polytechnic, Sokoto.
3. H<sub>0</sub>: There is no significant difference among factor might have influenced examination malpractice among female students of Umaru Ali Shinkafi Polytechnic, Sokoto.  
H<sub>1</sub>: There is significant difference among factor might have influenced examination malpractice among female students of Umaru Ali Shinkafi Polytechnic, Sokoto.

## **EMPIRICAL REVIEW**

### **• The Concept and Historical Antecedents of Examination**

Examination in academic context may be said the use of one or more ways to test and discovered the level of achievement of a learner. Various examination tests cover a large number of students applying for the same standard to all. It has also been examined as an organized assessment, techniques which present the individual with a series of questions or task geared towards ascertain the individual acquired skill and knowledge, content and ability to utilize the knowledge and acquired skill efficiently (Okoye, 1996). From another point of view examination is regarded as a form of writing, practical and oral for assessing the standard attainment reached by student (Volume). In a final note, examination involves presentation of series of questions to the student to answer either in written or verbal form; therefore the main purpose is to assess the standard attainment reach by individual in a particular field or area of study. Examination is quite obvious that the value and discipline inculcates is indispensable to any educational programme. Examination is in various kinds that include the following:

- a. Oral Examination:** This was the oldest form of examination ever practiced by man in primitive age around 2<sup>nd</sup> century B.C. This kind of examination is still in existence in modern education system as part of the measurement abilities of a student being examined orally. This is done to ascertain his ability on fluency in the language expected him to work or during presentation. Oral examination however is extensively used in Language which is foreign to those involved especially in oral English examination.
- b. Practical Examination:** This kind of examination is strictly restricted only to practical subjects that required practical work and manual skills such as speedy typing, woodwork, science laboratory practical as well as engineering, agriculture and technological practical. One of the essential of this kind of examination is to allow students to examine and test available reagents, specimen and apparatus.
- c. Written Examination:** In this kind of examination allow the student to put his responses, ideas, knowledge in a written form in a piece of paper or script. Therefore, written examination is of three categories namely:
  - i. Open ended or Essay questions: this is common in our school's examination. It allows a candidate or student to supply his answer based his own understanding
  - ii. Objectives or Short answer questions: this is an alternative one which gives a candidate or students' choice to select which among under listed is the answer. Normally it comes in a multiple scales (i.e. A.B.C.D and E)
  - iii. Structured questions

Historically, examination for public service existed about 2000 years ago in China, in Ancient Greece and Rome and since then from the middle ages to the 19<sup>th</sup> Century, various European institutions examined by oral disputation. From historical accounts the first written examination in higher institution of learning took place at Cambridge University by Richard Bently in 18<sup>th</sup> century (Curzon, 1980). Written examination techniques developed rapidly during 19<sup>th</sup> century. A multiplicity of examinations followed the foundation of numerous public and preparatory schools

in England and the development public education of the university (Curzon, 1980). From the perspective point of view examination served three functions as follows:

- a. They measure competence or achievement in given field of endeavour.
- b. They predict future success and may use for selection purpose.
- c. They provide incentives to learning.

In another dimension examination classified certification of graduation based on students' performance

- **The Conceptual Framework of Examination Malpractice**

Scholars, Researchers and Educationist have extensively examined the concept and nature of examination malpractice in Nigerian educational system. Examination malpractice is now a common phenomenon in the educational system and to some large extent to the society in particular. It eroded our core values and morality which was why regarded as “the Great Monster” which destroyed our core educational values in Nigeria (Monday, 2008). In another perspective view, examination malpractice has been described as nothing, but an act of violation of examination rules and regulations by candidates (Chukwemaka, 1982). It has also been referred to as anything that has to do with irregular behavior related to the examination exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall before, during and after the examination (Aliyu, 1996). Examination Malpractice is seen as illegal activities that characterized the alteration of or a tampering with the prescribed ways of conducting examination in any given system (Jega, 2006). However, to some point of view examination malpractice is leveled as illegal, immoral doing, in term of acts of commission or omission during the construction, custodianship, administration, marking and release of results of examinations (Obot, 1997). Generally examination malpractice is described as “any unauthorized or unapproved action, inaction, activity, behavior or practice that is associated with the preparation, conducting and processing of examination and other forms of assessment, and carried out by any person involved in preparing for giving, taking and processing that examination at any level (Joshua, 2008).

The history of examination malpractice in Nigeria predates the independence 1960. The first episode of examination malpractice case occurred in 1914 when a report was issued on the leakage of question papers in the Senior Cambridge Local Examination (SCLE). Since then, there have been cases of irregularities reported on a yearly basis (Azuka, 2006). The cases of examination malpractice are not new or recent phenomenon in Nigeria or Africa; but it is a global issue. However, the alarming rate of its increase in Nigeria educational institutions calls for novel ways to redress the situation. Examination misconduct has some social and psychological dimensions, which the counselor should address with holistic intervention. Good grades in any examination are gate ways to further education and entry into the world of work. But if the values system of our youths is well constructed, the examination ethics should be adhered to. According to some educationist, our value system has broken down completely and so adults and youths alike act without moral scrupors. The general emphasis in our society today is on materialism, bribery, corruption, cultism, sexual promiscuity, fraud, violence, certificate racketeering and a host of other social vices (Azuka, 2006), (Omoluabi, 1993), (Uzoka, 1993). This attitude of examination

malpractice has become cancer in our tertiary institution which if technical measures have not been taken, the matter can aggravate and the aims and objectives of educational values will be defeated.

- **Forms of Examination malpractice**

There are various forms of examination malpractice that characterized pre-examination, during examination and post examination malpractice.

- Pre-examination malpractice: is the process whereby a question paper will be at hand before the commencement of the examination. The system has been in practice since 70s in schools and tertiary institutions in the country.
- During the Examination: this form of examination malpractice is a process when answers are supply during the exams, impersonation, smuggling booklet or answer script into the exams-hall among others.
- Post-examination Malpractice: this is a process of follow-ups through examiners or lecturer who marks the scripts. Sometime it is a matter of grade for selling by some lecturers and teachers. At times it could be sex for grade demanded by some course lecturer or tutor. In some cases female students offer themselves after exams to the course lecturer to avoid having carry-over or good higher grade.

Some believes that the only way they can excelled their academically is through obtaining result at all means or cost. Like any other institution, the Umaru Ali Shinkafi Polytechnic Sokoto is not exceptional in this disturbing trend, because in every semester examination, some students were apprehended from this menace of examination malpractice.

### **A Brief History of Umaru Ali Shinkafi Polytechnic Sokoto**

The historical antecedent of present polytechnic originated from the then State College of Arts and Science before it was renamed to Haliru Binji College of Arts and Science which was established in 1<sup>st</sup> October 1976 under the edict No 4 of the same year. The institution started its academic activities at a temporary site in Unguwar Rogo before finally moved to its permanent site in 1993 at Nana Asma'u road Arkilla Kalambaina road Wamakko local government, Sokoto.

After for decades running as State College of Arts and Science later the Sokoto State government upgraded it to The Polytechnic Sokoto at Birnin Kebbi in 70s. When Kebbi State was created from Sokoto in 1991, the state government established another one this time around at Talata Mafara and finally another one was situated at Sokoto metropolis in July 2001 via law No. 2 of 2002 after the creation of Zamfara State in 1996 respectively. The Polytechnic started with five colleges and to seven (State, 2014). The Polytechnic of Sokoto has been renamed to Umaru Ali Shinkafi Polytechnic Sokoto by the state government after the demised of the former Director State Security Service Umaru Ali Shinkafi in 2017.

### **METHODOLOGY**

For the purpose of this research work, the survey design is adopted which concern the collection of data for the purpose of describing and interpreting the existing problems. Indeed, it is a blueprint for the measurement of variables, collection and analysis of data (Olaofe, 2010). With this method

of research design, questionnaires, personal interview and close observation were used to collect data while both descriptive and inferential statistics serve as method of data analysis.

### **Population**

The study area is Umaru Ali Shinkafi Polytechnic Sokoto and the population of this study area comprises of all the colleges of the institution.

### **Sample and Size**

The sample for the study is female students from all the colleges in the institution. 700 female students are randomly selected. The design for the study is survey instrumentation. The method of data analysis is descriptive which involve the use of table and simple frequency percentages in order to find out perceive causes that influence female students to be found in examination malpractice.

### **Population**

The population of study comprises of 5,803 students during the 2015/2016 academic session at Umaru Ali Polytechnic of Sokoto State. The population cut across of the Seven (7) colleges in the institutions.

### **Sample and Size**

The sample size from a total population of 5,803 was computed as 360 using the Krejcie and Morgan formula for sample size. Meanwhile, a simple random sampling technique was employed to select the respondents across the two campus of the institution i.e. College of Administration, Farfaru and Umaru Ali Shinkafi Permanent Site, Nana Asma'u Road, Sokoto. However, only 343 questionnaires were retrieved.

### **Instrumentation**

The instrument that was used in data collection for the study was a researcher -designed questionnaire titled "factors influencing the female students' examination malpractice in tertiary institutions in Sokoto State: A case study of Umaru Ali Shinkafi Polytechnic of Sokoto State Questionnaire" The questionnaire was divided into four (4) sections A, B, C, and D. Section A has five (4) items. This is drawn to elicit personal information such as age, college and level. The other three sections B, C, and D are three different scales. The Sections were as follows:

1. Section B; Causes of examination malpractice among female students
2. Section C; Types of examination malpractice widely practice by female students
3. Section D; school environmental factor

**Data Presentation**

Table 1: Age Distribution of Respondents.

<b>Age Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
16-19 years	97	28.3
20-25 years	115	33.5
26-35years	75	21.9
Above 40 years	56	16.3
<b>Total</b>	<b>343</b>	<b>100.0%</b>

Source: Field Survey, 2019

Table 1 represents age distribution of respondents; it was observed that, 97 respondents (28.3%) were between 16-19 years, 115 respondents (33.5%) were between 20-25 years, 75 respondents (21.9%) were between 26-35 years and 56 respondents (16.3%) were above 40 years. Majority of the respondents were within the age of 20-25 years.

Table 3: Distribution of Respondents by Colleges

<b>Colleges</b>	<b>Frequency</b>	<b>Percentage %</b>
College of Admn & Bus St	115	33.5
College of Arts & Humanities	75	21.9
College of Agriculture	67	19.5
College of Engineering	-	-
College of Environmental St	-	-
College of General Studies	-	-
College of Sci & Tech	86	25.1
<b>Total</b>	<b>343</b>	<b>100.0%</b>

Source: Field Survey, 2019

Table 3 represents age distribution of respondents; it was observed that, 86 respondents (25.1%) were female students from College of Science and Technology, 115 respondents (33.5%) were female students from College of Administration and Business Studies, 75 respondents (21.9%) were female students from College of Arts and Humanities and 67 respondents (19.5%) were female students from College of Agriculture. While three colleges were without respondents because of no female students in those colleges as at this research is complied.

Table 2: Distribution of Respondents by Marital Status

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Single	234	70.8
Married	86	25.1
Divorce	23	6.7
<b>Total</b>	<b>343</b>	<b>100.0%</b>



Source: Field Survey, 2019

Table 2 shows the distribution of respondents by marital status; it proves that, 234 respondents (68.22%) were single, 86 respondents (25.1%) were married and 23 respondents (6.7%) were divorced. Majority of the respondents were single during the period of the research.

**Table 3: Distribution of Respondents by Causes of Examination malpractice among Female students**

Causes of Female examination malpractice		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
S/N		Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
1	Lack of seriousness and concentration in studies	81 (23.6%)	89 (25.9%)	47 (13.7%)	62 (18.1%)	64 (18.7%)	<b>343 (100%)</b>
2	Area of concentration given by the lecturer	99 (28.9%)	109 (31.8%)	-	68 (19.8%)	67 (19.5%)	<b>343 (100%)</b>
3	Lack of good guidance on the study	113 (32.9%)	115 (33.5%)	-	59 (17.2%)	56 (16.3%)	<b>343 (100%)</b>
4	Sexual harassment from the lecturers	91 (26.5%)	70 (20.4%)	96 (28.0%)	33 (9.6%)	53 (15.5%)	<b>343 (100%)</b>
5	To avoid Carryover	106 (30.9%)	95 (27.7%)	45 (13.1%)	55 (16.0%)	42 (12.2%)	<b>343 (100%)</b>
6	History of slow learning cause examination malpractice among female students	91 (26.5%)	70 (20.4%)	-	96 (28.0%)	86 (25.1%)	<b>343 (100%)</b>
7	Social and academic pressure	85 (24.8%)	93 (27.1%)	-	79 (23.0%)	86 (25.1%)	<b>343 (100%)</b>
8	Family and marriage problems influenced examination malpractice among female students	93 (27.1%)	102 (29.7%)	-	74 (21.6%)	74 (21.6%)	<b>343 (100%)</b>
9	Social gathering in the institution influence examination malpractice among female students	94 (27.4%)	86 (32.1%)	50 (14.6%)	60 (17.5%)	53 (15.5%)	<b>343 (100%)</b>
10	Bad company within the school environment cause examination malpractice among female students	97 (28.3%)	89 (25.9%)	60 (17.5%)	42 (12.2%)	55 (16.0%)	<b>343 (100%)</b>
	<b>Average Percentage (%)</b>	<b>27.59%</b>	<b>27.25%</b>	<b>8.59%</b>	<b>18.20%</b>	<b>18.55%</b>	<b>100%</b>

Source: Field Survey, 2019





Table 3 shows that the distribution of respondents by the causes of examination malpractice among female students in Umaru Ali Shinkafi Polytechnic Sokoto. It was observed that, Lack of good guidance on the study and parental adequate supervision are the most prominent causes of examination malpractice among female students with average affirmative respondents of 32.9% and 30.9% respectively. Moreover, majority of the respondents strongly agreed and agreed to the causes highlighted in the research with 27.59% and 27.25% respectively.

**Table 4: Distribution of Respondents by the types of examination malpractices widely practiced among female students.**

Types of Female examination malpractice		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
S/N		Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
1	Booklet smuggling into exams hall	119 (34.7%)	151 (44.0%)	58 (16.9%)	15 (4.4%)	-	343(100%)
2	Getting exams question from the course lecturer	159 (46.4%)	140 (40.8%)	44 (12.8%)	-	-	343(100%)
3	Leakage of question paper from exam officer	96(28.0%)	106 (30.9%)	51 (14.9%)	46 (13.4%)	44 (12.8%)	343(100%)
4	Using handset or reading material in the exams hall	102 (29.7%)	97 (28.3%)	43 (12.5%)	49 (14.3%)	52 (15.2%)	343(100%)
5	Writing answers on the private body	87 (25.4%)	101 (29.4%)	56 (16.3%)	51 (14.9%)	48 (3.6%)	343 (100%)
	<b>Average Percentage (%)</b>	<b>33.84%</b>	<b>35.68%</b>	<b>14.68%</b>	<b>9.40%</b>	<b>7.32%</b>	<b>100%</b>

Source: Field Survey, 2019

**Table 5: Distribution of Respondents Based on School environmental factor that influenced examination malpractice among students in the institution**

School environmental factor		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
S/N		Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
1	Bad company in the school environment	108 (31.5%)	90 (26.2%)	53 (15.5%)	49 (14.3%)	43 (12.5%)	343 (100%)
2	In adequate learning facility in the institution	197 (57.4%)	142 (41.4%)	4 (1.2%)	-	-	343 (100%)
3	Over crowd of students in a particular course	180 (52.5%)	158 (46.1%)	05 (1.5%)	-	-	343 (100%)
4	Social gathering in the institution	79 (23.0%)	86 (25.1%)	-	84 (24.5%)	94 (27.4%)	343 (100%)



5	Lack of constant power supply in the institution	88 (25.7%)	94 (27.4%)	51 (14.9%)	51 (14.9%)	59 (17.2%)	343(100%)
	<b>Average Percentage (%)</b>	<b>38.02%</b>	<b>33.24%</b>	<b>6.62%</b>	<b>10.74%</b>	<b>11.42%</b>	<b>100%</b>

Source: Field Survey, 2019

Tables 4 indicate that the distribution of respondents by the types of examination malpractices widely practiced among female students in Sokoto State tertiary institution. It was indicated that, getting exams question from the course lecturer, booklet smuggling into exams hall and Using handset or reading material in the exams hall constitute the prominent the types of examination malpractices widely practiced among female students among others with 34.7% and 46.4% that strongly agreed. Meanwhile using handset or reading material in the exams hall, writing answers on the private body are also major types in the long run.

Table 5 represents the distribution of respondents based on School environmental factor that influenced examination malpractice among students in the Umaru Ali Shinkafi Polytechnic Sokoto. It reveals that, in adequate learning facility in the institution and over crowd of students in a particular course constitutes the most environmental factors with average affirmative respondents of 38.02% and 33.24% respectively. However, Lack of constant power supply in the institution in the study area with 27.4% of the respondent strongly divergent on the consumption of alcohol by female students.

### Cross Tabulations and Test of Hypothesis

Hypothesis 1: H<sub>0</sub>: There is no significant difference between the causes and types of examination malpractice among female students at Umaru Ali Shinkafi Polytechnic, Sokoto.

H<sub>1</sub>: There is significant difference between the causes and types of examination malpractice among female students at Umaru Ali Shinkafi Polytechnic, Sokoto.

		Leakage of question paper from exam officer					Total
		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	
To avoid Carryover	Strongly agreed	96 (27.99%)	10 (2.92%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	106 (30.90%)
	Agreed	0 (0.00%)	95 (27.70%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	95 (27.70%)
	Undecided	0 (0.00%)	1 (0.29%)	44 (12.83%)	0 (0.00%)	0 (0.00%)	45 (13.12%)
	Disagreed	0 (0.00%)	0 (0.00%)	7 (2.04%)	46 (13.41%)	2 (0.58%)	55 (16.03%)
	Strongly disagreed	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	42 (12.24%)	42 (12.24%)
<b>Total</b>		<b>96 (27.99%)</b>	<b>106 (30.90%)</b>	<b>51 (14.87%)</b>	<b>46 (13.41%)</b>	<b>44 (12.83%)</b>	<b>343 (100.00%)</b>
<b>Chi – square = 1188.36</b>		<b>D.f = 16</b>			<b>Sig. (p-value) =0.0000</b>		

Source: SPSS output

Table 7 shows that, the measure of relationship between the observed and expected frequency (chi-square) was computed as 1188.36 with 16 as the degree of freedom. However, since the significance (p-value) i.e. 0.0000 is less than 0.05, we reject the null hypothesis which states that,



there is no significant difference between the causes and type of examination malpractice among female students. Therefore, we accept the alternative hypothesis and conclude that, there is significant difference between the causes and types of examination malpractice among female students at 0.05 level of significance in the study area.

Hypothesis 2: H<sub>0</sub>: There is no significant difference among types of examination malpractice widely practice among female students at Umaru Ali Shinkafi Polytechnic, Sokoto.

H<sub>1</sub>: There is significant difference among types of examination malpractice widely practice among female students at Umaru Ali Shinkafi Polytechnic, Sokoto.

		Getting exams question from the course lecturer				Total
		Strongly Agreed	Agreed	Undecided	Disagree	
Using handset or reading material in the exams hall	Strongly agreed	119 (34.69%)	78 (22.74%)	0 (0.00%)	0 (0.00%)	197 (57.43%)
	Agreed	0 (0.00%)	73 (21.28%)	58 (16.91%)	11 (3.21%)	142 (41.40%)
	Undecided	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (1.17%)	4 (1.17%)
<b>Total</b>		<b>119 (34.69%)</b>	<b>151 (44.02%)</b>	<b>58 (16.91%)</b>	<b>15 (4.37%)</b>	<b>343 (100.00%)</b>
<b>Chi – square = 270.64</b>		<b>D.f = 6</b>			<b>Sig. (p-value) =0.0000</b>	

Source: SPSS output

**NOTE:** During cross-tabulations some options without absolute values will be missing completely. Hence, the reductions in the number of likert scale response in some cases.

Table 6 shows that, the measure of discrepancies between the expected and observed frequency is given by 270.64 with 6 as the degree of freedom. However, since the significance (p-value) i.e. 0.0000 is less than 0.05, we reject the null hypothesis which states that, There is no significant difference among types of examination malpractice widely practice among female students at Umaru Ali Shinkafi Polytechnic, Sokoto. Therefore, we accept the alternative hypothesis and conclude that, there is significant difference among the major types of examination malpractice widely practice among female students at 0.05 level of significance in the study area.

Hypothesis 3: H<sub>0</sub>: There is significant difference among factor might have influenced examination malpractice among female students of Umaru Ali Shinkafi Polytechnic, Sokoto.

H<sub>1</sub>: There is significant difference among factor might have influenced examination malpractice among female students of Umaru Ali Shinkafi Polytechnic, Sokoto.

		Lack of good guidance on the study			Total
		Strongly Agreed	Agreed	Undecided	
Area of concentration given by the lecturer	Strongly agreed	99(28.86%)	0 (0.00%)	0 (0.00%)	99 (28.86%)
	Agreed	60 (17.49%)	49 (14.29%)	0 (0.00%)	109 (31.78%)
	Disagreed	0 (0.00%)	24 (7.00%)	44 (12.83%)	68 (19.83%)



	Strongly disagreed	0 (0.00%)	67 (19.53%)	0 (0.00%)	67 (19.53%)
<b>Total</b>		<b>159 (46.36%)</b>	<b>140 (40.82%)</b>	<b>44 (12.83%)</b>	<b>343(100.00%)</b>
<b>Chi – square = 402.62</b>			<b>D.f = 6</b>	<b>Sig. (p-value) =0.0000</b>	

Source: SPSS output

Table 8 indicates that, the discrepancy between the observed and expected frequencies (chi-square) was computed as 402.62 with 6 as the degree of freedom. Since, the significance (p-value) i.e. 0.0000 is less than 0.05, we reject the null hypothesis which states that, there is no significant difference between lack of good guidance on the study. Therefore, we accept the alternative hypothesis and conclude that, there is significant difference between lacks of good guidance on the study in the study area at 0.05 level of significance.

### Summary of Major Findings

The above findings were revealed:

1. Lack of good guidance on the study by the parents at homes and good counseling by the school (33.5%) and to avoid having carry-over (30.9%) constitutes the major causes of examination malpractice among female students, while booklet smuggling into the exams hall (44.0%) and getting exams question from the course lecturer (46.4%) represents the predominant examination malpractice widely practice among female students in Umaru Ali Shinkafi Polytechnic, Sokoto.
2. In adequate learning facility in the institution (57.4%) and over crowd of students in a particular course (52.0%) represents the school environmental factor.
3. Finally, lack of good guidance on study (31.8%) serves as a good pointer on the importance of counseling education on examination malpractice with the study area.
4. The Chi-square test of hypotheses at 0.05 level of significance proves that, there is significant difference among the causes of examination malpractice among female students. Moreover, it was established that, there is significant difference among types of examination malpractice widely practice among female students while there is significant difference among factor might have influenced examination malpractice among female students in the study area

### CONCLUSION

It is agreeable that examination malpractice has become prevalence among students in our tertiary and higher institutions of learning, particularly among female students in general. It is beliefs that examination malpractice eroded our core educational ethics, value, moral and by and large discipline among future youth whom we expect to take the mantle of leadership of this country in the perspective future.

Results from oral interviews revealed that female students were willing to have information concerning the implication of examination malpractice. It was further indicated that, most female students were unaware of who a counselor is and what role he/she performs. It is thus appropriate to have more counselors in a bid to apply necessary technique(s) in ameliorating the ugly trend.



### **Implications for Counseling**

1. **Establishment of students Education group on campaign against examination malpractice:** the establishment of students' educational group for awareness of the consequences and implication on examination malpractice is paramount. Students should engage themselves in facing the reality. The parents should also be part of the sensitization by given their children good guidance on how to put their hard work rather than involve examination malpractice.
2. **Establishment of Counseling Centres in the institutions:** Counseling centers should be established in every schools and tertiary institution especially in the polytechnic by the management to counseled those female including male one. Qualified education counsellor should be employed in helping those students involved in examination malpractice on how to avoid committing such culprit in the future. Designing Curricula on Examination Malpractice Education is paramount, therefore the Ministry of education (State and Federal) should as matters of urgency add examination malpractice education in the curricula at all levels of education.
3. **Campaign against on Examination Malpractice:** the ministry of higher education in collaboration with other Non-governmental agency to embark on sensitization campaign on media agencies and by organizing workshops on the examination malpractice. However the school management of the polytechnic should give more emphasis on orientation and public awareness in every New Year intake or admitted students.

### **RECOMMENDATIONS**

1. Government should intensify public enlightenment programs at various levels in a bid to address examination malpractice among female students at all level of educational sectors to understand on the implications and consequences of examination malpractice to the society.
2. Government should formulate policies and measures to address the menace of examination malpractice widely practice by female youth in the society while parents should also monitor the study of their children and the company they keep to ensure that children develop and maintain acceptable relationships amongst themselves.
3. Just as there is a concerted effort to include sex education in the curriculum of secondary schools, examination malpractice education should be considered.
4. There is also need to set-up guidance and counseling units across various tertiary institutions in the state with a view to facilitate proper withdrawal of suspected female students from the menace.

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