

## **CAUSES AND EFFECTS OF EXAMINATION MALPRACTICE IN SOME TERTIARY INSTITUTIONS OF LEARNING IN SOKOTO STATE**

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### **ABSTRACT**

*Despite all the efforts made to checkmate examination malpractice in our learning institutions, woefully examination malpractice contravene all educational attempts to curtail or completely eradicate it from the system. Nigeria has been granted unskilled graduates with Reliability, poor job performance, low productivity, qualification falsification, and certificate racketeering. The results show that 305 respondents representing 72% indicates introducing proper orientation for students about the effects of examination malpractice can eradicate/reduce examination malpractice in tertiary institutions, 350 respondents representing 82% show bribery/corruption in examination malpractice monitoring committee, invigilators, and supervisors by parents and students speed up examination malpractices, 325 respondents representing 76% shows unqualified lecturers/staff in tertiary institutions contribute to examination malpractice, 300 respondents representing 71% indicate emphasized paper qualification as a system of examination promotes examination malpractice, the result also shows that proper guidance and counseling, teachers registration council of Nigeria, Nigeria Union of Teachers and parents should wake up to their responsibilities in other to curtail the menace of examination malpractice in tertiary institutions of learning.*

**Keywords:** TRCN, tertiary, institution, examination, malpractice, education, students

### **INTRODUCTION**

Shehu Shagari College of Education Sokoto State (SSCOE) was established in October 1970. It started as an Advanced Teachers College (ATC), with an initial intake of 67 students and six staff members. Its establishment was due mainly to the increasing need to meet the acute shortage of Post-Primary Teachers in the then North-Western State. Umaru Ali Shinkafi Polytechnic (formerly known as Sokoto State Polytechnic) was established in 2002. It is a state and managed Polytechnic located in Sokoto State Northern Nigeria to crest more access to quality education in Sokoto State by the Sokoto State Government vides law No.2.

SULTAN Abdurrahman School of Health technology Gwadabawa is a tertiary health training institution located in Gwadabawa Local government Area in Sokoto State. It was established in 1992 to create more access to the Sokoto State Government's quality tertiary health education system.

## **Malpractice**

Examination Malpractice has become epidemic in our educational institutions. Educationists, particularly the administrators and teachers, are mostly involved in helping students examine malpractice (Rimfe *et al.*, 2001). The problem has become a common practice among students of tertiary institutions, leading to the establishment the Examination Malpractice Committee (EMC) in almost any tertiary institution of learning in Nigeria.

## **TERMS**

**Examination malpractice:** Refers to any deliberate act of wrongdoing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice, also known as cheating, is the illegal action students take during their studies to try to make good grades by cutting corners.

**Tertiary Education:** Refers to as third-level, third-stage, or post-secondary education, is the educational level following the complete secondary education.

**Tertiary Institution:** Refers to any institution that provides post-secondary school education on a full-time, part-time, or distance learning.

**Institution:** Refers to any organization, establishment, center, academic school, college, university, the seat of learning, association, group, league, union, or foundation organized for religions, social purpose, professional or for an educational purpose TRCN; Teachers Registration Council of Nigeria is an agency of the Federal Ministry of Education of Nigeria. It was established in 1993 for Decree Act T3 2004. The agency was created to control and standardize the teaching profession in Nigeria.

## **Examination Malpractice Issues**

Moral value and malpractice character in Examination review that, the examination is a potent instrument for judgment of knowledge or competence in every human trial, especially in educational institutions (Moronkola, 2004). For the examination to be adjudged to be free, fair, and devoid of subjectivity and Reliability, our educational institutions must conduct examinations under strict regulations and provision of punishment.

Examination malpractice is perpetrated by individuals who are desperate to pass and obtain a certificate at different education levels. Today, there is the urge to add and abet examination malpractice by managing tertiary institutions, Deans of Faculties, lecturers, Invigilators, Parents, and Students whose motive is to make quick money and obtain good results (Idake *et al.*, 2006).

However, many efforts have been made to check examination malpractices in our institutions of learning. Unfortunately, examination malpractice defies all educational attempts at curbing or completely eradicating it from the system. Consequently, Nigeria has been granted with Reliability of half-baked graduate's low productivity and poor job performance, certificate racketeering, and qualification (Nwaba *et al.*, 2005). For these reasons, they have informed the need for investigating the factors associated with the examination malpractice. The situation became worse in 1977 when malpractice began to question the West African Examination Council

(WAEC), which was the saddle responsible for conducting the public examination. The forms of examination malpractice identified include irregular activities within and outside the examination halls, impersonation, massive leakages, e.t.c. (Moral Behavior in Education Institution, 2001).

### **Examination Malpractice Concept**

Examination malpractice refers to any deliberate act of wrongdoing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice, also known as cheating, is the illegal action students take during their examinations to try to make good grades by cutting corners.

Examination malpractice is the application of unusual means to obtain a score or set of generally beyond the mental capability or the state of preparedness of a candidate for the examination (Awanbar, 2004).

While discussing aberration on Nigeria Educational System, examination malpractice is the massive and unprecedented abuse of rules and regulations about internal and public examinations beginning from the setting of such examinations through the taking of the examinations, their marking and grading, the release of result and the issuance of certificates (Nwana, 2000).

In recap, whenever rules and regulations governing any examination are not adhered to by stakeholders involved (i.e., Candidates and any other person involved in the conduct of study from setting question to marking scripts and releaser of results (Makonju *et al.*, 2004).

### **Some familiar names were given to Examination Malpractice**

- Expo
- Missile
- Exhibit
- Weapon
- Orijo
- Self-defense
- Microchip e.t.c.

### **Some of the cause of examination malpractice among students**

- Lack of proper supervision
- The fear of failure
- Too difficult examination questions
- Poor instruction
- Leakages through course lecturers or examination officers.
- Eager to acquire goon grades
- Too much emphasis on qualification
- The laziness of lecturers and students
- Inability to cope with academic work
- Inadequate coverage of syllabus or course study

- Low counseling services in the institutions
- Emphasis placed on certification and examination
- They are admitting too many candidates above the facilities available in the institutions.
- Students unwilling to learn

#### **Some of the effects of Examination Malpractice**

- Discouragement of students from hard work
- Low productivity and poor job performances
- Bribery
- Corruption
- Certificate racketeering
- Make lazy students undue advantage over hardworking students.
- The high rate of faults or even in our hospitals as in the case of health territories.
- Higher rate of half-baked graduates/teachers as in the case of the college of education territories.
- Higher rate of poor job/office work performances as in the college of administrations e.t.c.

#### **Some Measures Curtailing Examination Malpractice**

There are various approaches applied by many examination bodies, Federal level, State Local Governments, NGOs, and the individual concerned, all of which are to find possible measures to curtail examination malpractice in our tertiary institutions in Nigeria. Some such steps are as follows:

- Students should be provided with adequate learning facilities and a good standard of living on the campus. Failure to provide these encourages examination malpractice and other illegal attitudes among students.
- All students, including those newly admitted and the continuing students, should be well oriented occasionally on the dangers and the effect of examination malpractice in all tertiary institutions of learning in Nigeria.
- The guidance and Counseling Department of every tertiary institution of learning in Nigeria should work in the best way of enlightening and examining the effects of examination malpractice to them and society in general.
- Lecturer/Investigations should be adequately trained in their field; they will then have the tactics to follow on how to finish their courses outline for a particular semester or cover a large part of their courses outlines/syllabuses (Ifeanyi *et al.*, 2000).
- All school management and the lecturers' concern should emphasize practicing continuous assessment correctly. It reduces examination malpractice as 40% of marks are accumulated from various assessment procedures like projects and assignments before the commencement of actual examples.
- An adequate number of supervisors and invigilators should be in the examination halls. The examination officers, Head of Departments, Deans, and examination malpractice

committees should occasionally pay a visit to examination halls during examinations to trace the ongoing events.

- All students should be checked thoroughly before entering the examination halls and identifying students against impersonation.
- No account should any students involved in examination malpractice be spared been him/her with or without any relationship with any lecturer, invigilator supervisor, or anybody concerned about the examination malpractice committee.

### **Some methods of examining malpractice**

- Giraffing: Sticking out one's neck to see other students' answer sheet.
- Livewire: When students accessed live question before the commencement of the examination
- Swapping: Exchanging answer booklets between the students.
- Timeout: Going out to the toilet to read up answers.
- Body aid: Jotting points on the underwear, underdress, or thighs.
- Mercenary service: Impersonation
- Missile catch: Represents a piece of appearance, squeezed and thrown to another student during an examination.
- Sign language: Using fingers and sounds as coded for response alternative on objective tests.

## **METHODOLOGY**

### **Research Design**

This study aimed to know the causes and effects of examination malpractice in some tertiary institutions of learning ok Sokoto State and how it affects society.

### **Sampling and Sample Size**

The samples here are four tertiary institutions, lecturers, and examination officers in Sokoto State. In Shehu Shagari College of Education, 180 questionnaires were returned. In Umaru Ali Shinkafi Polytechnic, Sokoto, 150 questionnaires were returned. In Sultan Abdurrahman College of Science and Technology. One hundred twenty questionnaires were given out, but 90 questionnaires in the college of legal and Islamic Studies Wamakko Sokoto, 100 questionnaires were given out, but 85 questionnaires were returned.

### **Sampling Procedure**

Sampling is to select a fraction of the population that will be used to represent the entire population. There are two types of sample design, which are: Random Sampling and Vm-Random Sampling. But for this study, simple random sampling was used to select 350 students, 56 lecturers, and 24

examination officers. This is because every element has equal chances of being selected. This method of sampling is wholly free from bias (Jude *et al.*, 2008).

### **Research instruments**

The types of the questionnaire used in this study were open-ended. This study applied the use of questionnaires as an instrument for collecting the necessary data for this study.

### **Validity and Reliability of the instruments**

An open-ended questionnaire was used as a valid instrument for this study, which went through careful recommendations and analysis by experts any time we want to get factual information about the past, present, and future events of examination malpractice. The Reliability of this study was determined using a "pilot test" with the proposed survey questionnaire and was repeated with the final version tested, reseat measures by the researcher. (Okoro *et al.*, 2009).

### **Collection & Analysis of Data**

The researcher disbursed the prepared questionnaire to the randomly selected 100 students, 18 lecturers, 12 examination officers SSCOE Sokoto, 100 students, 15 lecturers, five USA Sok, 75 students, and eight lecturers, two examination officers of SACHT Gwadabawa. The filled questionnaires were collated, loaded, and analyzed. The data tables analysis was drawn to show the respondents' responses in the questionnaire to them using sample percentages.

It is important to note that if the product of examination malpractice is allowed and allowed to teach in Nursery and Primary Schools, they will tackle the habit of examination malpractice at that level. Its implication will continue after the future governance of Nigerians as a nation.

## **RESULTS AND DISCUSSION**

### **Presentation of students/staff's response to the questionnaire**

A total of 550 questionnaires were distributed to both staff and students of the four institutions under study. A total of 425 questionnaires were filled correctly and returned to the researcher. The responses given by the students/staff are hey presented below:

**Table 1:** Does emphasis on paper qualification as a system of examination, not education, promote examination malpractice.

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
True	300	71
False	125	29
total	425	100

**Table 1** above shows that 300 respondents representing 71% indicate it is positive, while 125 respondents representing 29% indicate it's negative. Therefore, the result in table 1 reveals



that the emphasis on appearance qualification is a system of examination, not a system of education hence promotes examination malpractice.

**Table 2:** Do unqualified lecturers in tertiary institutions contribute to examination malpractice.

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
True	325	76
False	100	24
total	425	100

Table 2 above shows that 325 respondents representing 76% indicate optimism and 100 respondents representing 24% indicate negative. Therefore, the results in table 2 reveal that unqualified lecturers in tertiary institutions contribute to examination malpractice by some students.<sup>2</sup>

**Table 3:** Parents, Lecturers, Examination Officers, invigilators, and Supervisors are the causative factor of examination malpractice among students.

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
True	295	69
False	130	31
<b>TOTAL</b>	<b>425</b>	<b>100</b>

Table 3 above shows that 295 respondents representing 69% indicate positive, while 130 respondents representing 31% indicated negative. Therefore, table 3 shows that parents and tertiary institution staff are the causative factors of examination malpractice.

**Table 4:** Is bribery/corruption of invigilators, supervisors, and examination malpractice monitoring committee part of examination malpractice by parents and students.

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
True	350	82
False	75	18
<b>TOTAL</b>	<b>425</b>	<b>100</b>

Table 4 above shows that 350 respondents representing 82% indicate positive, while 75 respondents representing 18% indicate negative. Therefore, table 4 shows that the Examination Malpractice Committee's bribery and corruption play an important role in examining students' malpractice.

**Table 5:** Does malpractice in examination declines/kills motivation for learning among serious students?

OPTION	FREQUENCY	PERCENTAGE
True	275	65
False	150	35
<b>TOTAL</b>	<b>425</b>	<b>100</b>

Table 5 above shows that respondents representing 65% indicate positive, while 150 respondents representing 35% indicate negative. Therefore, the result in table 5 reveals that malpractice in examination declined motivation for learning among serious students.

**Table 6:** Do you think introducing proper orientation on students about the effects of examination malpractice can eradicate/reduce examination malpractice in tertiary institutions?

OPTION	FREQUENCY	PERCENTAGE
True	305	72
False	120	28
<b>Total</b>	<b>425</b>	<b>100</b>

Table 6 shows that 305 respondents representing 72% indicate positive, while 120 respondents representing 28% indicate negative. Therefore, table 6 reveals that introducing proper orientation for students about the effects of examination malpractice and its consequences on their life beyond schooling.

## RECOMMENDATIONS

From the research work conducted, observation has shown that performance students' effects result from examination malpractice in our tertiary institutions. Therefore this study recommends that:-

- Students should be interested in every aspect of their research instead of engaging on social media platforms or watching movies and European league matches.
- Parents should wake up to their responsibilities by not leaving their children entirely into the hands of the lecturers along. They should, from time to time, oversee their children's lecture notes and assignments.
- Invigilators and supervisors should make effective use of the rules and regulations governing examinations; they should stop collecting bribe from the candidates
- Nigeria Union of teachers should work for alternative means of settling industrial disputes other than frequently embanking on strikes.
- De-emphasize paper qualification and focus attention on the production of practical-minded men to form the basis of our nation's educational, scientific, and technological developments.
- Lecturers should be trained professionally in their content area and methodology, enabling them to teach effectively and prepare them for examinations.
- Holidays should be planned well, so students will not be reluctant to resume after the holiday.



- Guidance Counselors should be employed and work diligently in all tertiary institutions to guide the students on study habits, Career prospects, and various Careers' requirements.
- Continuous assessment should be practiced correctly. It will reduce examination malpractice as 40% of marks are accumulated from various assessment techniques such as projects and assignments before the actual examination.
- The number of invigilators and supervisors should be increased in the examination halls. Examination Officers, H.O.D, and Deans of faculties should occasionally pay visitation to examination halls to observe what is going on. In this way, they could notice any cheating behaviors.
- The students should be thoroughly searched before entering the halls. Apart from *photographs, fingerprints on certificates should be used for the identification of the students.*

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## **APPENDIX**

### **Questionnaire**

Dear sir/ma,

The researcher is a lecturer in SSCOE Sokoto researching the causes and effects of examination malpractice in some selected tertiary institutions of learning in Sokoto State. He, therefore, kindly requests your opinion as you respond to the item in this questionnaire. Part 'A' where your data is required, and part 'B' contains the general question. The information you give will be treated confidentially. Thanks for your cooperation.

#### **Part A Personal data:**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Age: \_\_\_\_\_



Sex: \_\_\_\_\_

Department \_\_\_\_\_

Subject taken \_\_\_\_\_ (Lecturer only)

Position: \_\_\_\_\_

**Part B: General Question:**

1. What do you understand by the word examination malpractice? \_\_\_\_\_
2. Examination malpractice makes students' life ambitions unattainable, and they end up being thrown out of school. **True or False**
3. Parents, teachers, principals, and supervisors are the causative factor of examination malpractice. **True or False**
4. Students partake in cheating during the examination because they do not want to fail. **True or False**
5. Unqualified teachers in school contribute to examination malpractice. **True or False**
6. Malpractice in examination kills motivation for learning their duties correctly. **True or False**
7. The school committee on examination malpractice discharges their duties correctly. **True or False**
8. Production of unqualified teachers causes examination malpractice in our school. **True or False**
9. Does bribery of supervisors and teachers part of examination malpractice. **True or False**
10. Does answering the question before the signal begins and continuing to answer the problem after the call to stop the examination is malpractice. **True or False**
11. Does encourage the government's proliferation of schools without effective monitoring is one of the significant causes of examination malpractice. **True or False**
12. Does emphasis on paper qualification is a system of examination, not an education system, promoting examination malpractice? **True or False**

