

EXAMINATION MALPRACTICES: A THREAT TO EDUCATIONAL REFORMS IN TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

The research paper focused on the causes of examination malpractices in Nigerian Educational Institutions and its implications for National Productivity and economy. Examination malpractice is a cankerworm that is posing a serious problem in the Nigerian Educational system. The article not only defined the concept of examination malpractice but also identified the types or forms, the causes or reasons, the effects as well as the ways to eradicate it. This paper also explicates the implications of examination malpractice on National Productivity and Economy which are majorly negative. The instrument for data collection was a structured 28-item statement questionnaire titled Examination Malpractices: A Threat to Educational Reforms in Tertiary Institutions in Nigeria Questionnaire (EMATERTIN). The instrument was trial tested on 150 respondents and this yielded an overall reliability coefficient of 0.84. The researchers were assisted by four research assistants in collecting data for the study. The collected data were analyzed using simple percentage scores (which is gotten by dividing the raw scores "R" by the general total "G" and multiplied by hundred percentages). Based on the implications, recommendations were made which inter alia include: proper counseling of students to encouraged values or characters formation, intensified public enlightenment campaigns, strict interviews to be conducted for candidates seeking admission into schools and applicants seeking employment. The article concluded that emphasis should be on practical performance in lieu of reliance on certificates paper qualifications and discourages politicization of education.

Keywords: Education, Examination Malpractices, Threat, Educational Reforms, Tertiary Institutions

INTRODUCTION

The encouragement of some persons to pander in cheating in order to achieve success is not new to humanity. It is part of life from creation (Graves and Stephen, 2008). Education, which is the process of providing information to persons to enable them develop in all area of life, is one of the major routes to success in life (Offorma, 2009). Therefore, it has not been free of cheating and malpractices, it is the foundation upon which physical and technological developments rest. Thus, assessment is required to help determine student's class of certificate. Examples are; Distinction, Credit, and Pass etc., standard and to ascertain the level of competence of students from the elementary school's to the highest level of formal education. This in-turn influences chances for Job placement of people in different organizations across the globe. At a stage in some people's career, examination serves as the get way to promotion. There are now greater quests for knowledge, academic credentials and excellence at all levels of education. This has led to students devising different types of methods to pass examinations at all cost: thereby resulting in examination Malpractices. Some of these methods are impersonation, exchange of answer scripts by students, writing relevant information on part of the body and pieces of paper etc. (ANAN, 2005).

Examination malpractice has been defined as a deliberate act of contrary to official rules, and is designed to place a candidate at an unfair advantage or disadvantage, it is careless, illegal or unacceptable behavior by a candidate in a formal test of his knowledge or ability in a particular subject Philemon, 2007) it has also been said to be an act of omission or commission, which compromises the validity and integrity of any examination (Okwu, 2006). Examination malpractice is counter – practice that is against ethics of examinations an act that disrespect all rules and regulations guiding the good conduct of any examination or any evaluation process. Consequently, cases of examination misconduct have been being on the increase in various institutions of learning across the Nation. Its growth has reached an alarming dimension in recent times (Olatunbosu, 2009). Even outside the formal school system, there is evidence of one form of sharp practice or the other in the country (Graves and Stephen, 2008). This practice seems to have becomes a monster that defiled different measures put in place to curtail its growth. Parts of such measures are, Decree 21 of 1985. Examination malpractices Act No 33 of 1999.

Examination Ethics project of 2003 (EEP) led by Ike Onyechere, public Relations workshop organized by the Lagos State police community relations committee PCRC (Ijaiya, 2004) etc. this therefore, should be a concern to stake holders in education because if examination misconduct are well tackled and eradicated Nigeria will become a alter place credibility and integrity is uphold, according to (Olaguni, 1997) of the curriculum department of Lagos state University, listed seven (7) ways through which examination malpractices occurs among students in Nigeria (including Institute of management technology (I.M.T) Enugu and the college of education) as well as other universities and polytechnics. These are:

- a) Giraffing (stretch the neck with intention of cheating,
- b) Entering the examination hall with text book as reminder
- c) Prepared answers cells taped to the uniform at the back.
- d) Use of short-hand

- e) Use of mercenaries
- f) Entering the hall with prepared scripts, hidden in socks, pockets.
- g) Smuggling out question paper and answers scripts. In higher institutions, the Nigeria are faced with the determiner of coping with the various aspects of examination malpractices such as leakage, cheating.

STATEMENT OF THE PROBLEM

The alarming rate of Examination misconducts is a global issue, it is neither a recent phenomenon nor it is peculiar to Nigeria or Africa alone (Awanbor, 2005). This alarming occurrence of examinations misconducts than ever before in every public examination, like the West African Examination council (WAEC). Joint Admission and Matriculation Board (JAMB). National Examination council (NECO) and examinations organized under various school, institutions in Nigeria. These have led to cancellation of results in public examinations and suspension / dismissal of students in school/ institutions. This has to do with the cause of examination malpractices and it includes the following (I.M.T Institute of management technology Enugu).

- a. Lack of secondary and learning facilities
- b. Poor societal parental orientation
- c. Bribery and corruption on the part of lecturers
- d. Lack of good learning condition
- e. Favouritism
- f. Admission of so many students in a department
- g. Intimidation of secret cult member on the part of Lecturers.

AIM AND OBJECTIVES OF THE PAPER

The primary aim of this paper is to analyze the causes of examination malpractices in Nigerian Educational Institutions and its implications for National Productivity and economy.

However, this research also intends to itemize these items

- ü To find out whether examination malpractices depend on sex school academic level
- ü To determine whether examination malpractices committee has helped to reduce examination malpractice in (IMT). Institution of management technology.
- ü To know the commonest examination malpractices in (IMT)
- ü To determine the school /faculty that indulges most in examination malpractices in (IMT) and suggest why.
- ü To suggest its effect on the standard of education for example on IMT and to suggest ways of minimizing them
- ü To find out whether lecturers have contributed to examination misconduct / malpractice.

RESEARCH QUESTIONS

The Paper/Study is guided by the following questions:

- i. Do parents encourage examination malpractices?

- ii. What effect could examination malpractice have on educational system in Nigeria?
- iii. Are lecturers involved in examination malpractices?
- iv. Do parents place value on grades, rather than the knowledge?

RESEARCH HYPOTHESIS

1.1 Null Hypothesis: There is significant different between exam misconduct and exam conduct

H: There is significant different between examination misconduct and exam conduct.

1.2 H: There is significant different between examination and malpractice

H2: there is significant between examination and malpractice.

CONCEPTUAL FRAMEWORKS

Education is the foundation upon which physical and technological developments rest. In Nigeria, education has been adopted as an instrument for National development. Therefore, governments, communities, private organizations and individuals have established educational institutions with a view of training the citizens for the development of the Nation's physical and human resources. One of the objectives of education in Nigeria is to prepare the young ones to face future challenges and develop them to meet the nation's manpower requirements (Blessing Adegoke, 2010).

In educational institutions teaching and guidance activities are supposed to take place so that appropriate skills and knowledge can be acquired by the students. Furthermore, machinery through which the extent of knowledge and skill acquisition is determined at each stage of education has been set up. This is in form of examination which is organized in order to evaluate, assess and test knowledge and skills. Schools need to conduct examinations as yardstick for assessment. It is the most practical way of assessment in education.

Maduka (1993) defined examination as a way to ascertain how much of a subject matter in a particular field of study the candidate has mastered. Homby (1995) defined an examination as a formal test of somebody's knowledge or ability in a particular subject, especially by means of answering questions or practical exercises. Balogun (1999) also defined examination as the process through which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period. Examinations could be internal or external. It could be oral or written, essay or objective, type, theory or practical constitutes an integral part of the education process.

Examples of internal examinations are continuous assessment tests terminal semester and annual or promotional examinations. Example of external (public) examination is common in Nigeria schools are common entrance examination for admission into secondary school. School certificates examination is conducted by West African Examination council (WAEC) and National examination council (NECO). The joint Admission Matriculation Board (JAMB) and National Teachers' institute (NTI) conduct admission tests into tertiary Institutions while National Business and Technical Examination Board (NABTEB) conducts professional examination for teachers and technicians respectively. The outcome of the examination is used as a basis for decision making on the examinees ability. The examinee is

consequently awarded a certificate which could qualify students for admission into a school, promotion into a school, promotion into a higher level of an institution and employment opportunities. Nigeria's education system like any other country has its problems, lapses, controversies and issues. Many problems confront Nigeria educational system and institutions prominent among them are the issue of examination malpractice.

Examination malpractice is a kind of conduct that violates the acceptable laid down rules and regulations of Nigeria's education system. On the other hand, examination malpractice is any wrong doing before, during or after any examination (Blessing Adegoke 2010). Although one may not be able to rule out examination malpractice in the past, the current trend is alarming and calls for proper management in order to save the nation's most important sector. Whereas, in the past, students tended to hide the acts, now they advertise them with reckless abandon. It has become a prolific business enterprise branded with the name of private examination centres aided and abetted by corrupt examination officials, supported by parents who will not allow their children to be left out from the Trojan gift of malpractice.

Examination malpractice occurs in both internal and external examination. It is a problem which has been afflicting the educational system for many years. It seems to have defied solutions, as all antidotes applied so far have been faulted by fraudsters. In fact, it constitutes the most serious problem facing Nigeria education system in general and secondary education in particular. Therefore, there is need to sanitize the nation's education system by getting rid of examination malpractices.

According to Don Berg., Founder (n.d) said the concept of education is merely the delivery of knowledge, skills and information from teachers to students. Again, Ukeje, B. (n.d) defined education as a process by which people are acclimatized to the culture into which they are born, in order that they may advance it. He goes further, to say that it is the process by which people are prepared and trained to live and function effectively, efficiently and productively in and around their environments.

Examination malpractice is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at unfair advantage or disadvantage Oluyeba and Daramola 1993. According to Salami (1994) defined examination malpractices as an improper and dishonest act associated with examination with a view to obtaining unmerited advantage. Again, Nwana (2000) argue that examination malpractice is described as the massive and unprecedented abuse of rules and regulations pertaining to internal and external examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading to the release of the results and the issuance of certificates. Choji (2008), defined examination malpractice as any wrong doing before, during or after the examination, such wrong doing may be on the part of the students or candidate invigilators, examiner, supervisors, printers, clerks or any person who is directly or indirectly involved in such an examination. Also according to Oxford Advanced learners Dictionary 2006 3rd Edition examination malpractice is a wrong or illegal behavior exhibited by a person while discharging professional responsibilities. In the light of this definition, examination malpractice is simply illegally obtaining an answer to an examination question from any other source other than the brain of the examinee. Shonekan (1996) defined

examination as any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the tests and ultimately the integrity of the certificates issued. Ojerinde (2002) claimed that examination malpractice is no longer desperate candidates' affairs rather school teachers and even Principals are now involved in the perpetration of this vice. Even with the promulgation of Decree No 33 of 1999 (Now Act of parliament) designed to check examination malpractice; the crime appears to be on the increase.

The concept of threat is conceptualized to mean what constitute pains. Threat is defined as a statement of an intention to inflict pain, injury, damage, or other hostile action on someone in retribution for something done or not done. Threat can be seen in relation to human beings as a person or thing likely to cause damage or danger and on the other hand the concept of educational reforms are defined as the given goals of changing public educational system. Through history and the present day, the meaning and methods of education have changed through several reforms. Historically, reforms have taken different forms because the motivations of reformers have differed. However, since the 1980s, education reform has been focused on changing the existing system one focused on inputs to one focused on outputs (i.e., student achievement) by 1:27.

Lastly, the concept of tertiary institutions mean an education given in an institution to learners after primary and secondary education in institutions including: College of Educations, Polytechnics, Colleges of Heath, Federal Colleges of Education, Colleges of Agriculture, Colleges of Forestry, Universities and etc. Therefore, it is education beyond the secondary level, especially education at the college, polytechnic or university level.

THE GENESIS OF EXAMINATION MALPRACTICE

The very date and place examination malpractice started in the world is not known but it could be said to be one of the fall – outs of the fall of man in the Garden of Eden when Satan deceived Adam and Eve to Sin. Satan Saul this ugly seed which germinated into various forms of sin and vices including examination malpractices. Examination malpractice has been in existence a long time ago. According to various sources examination malpractice was first reported by (Adeyegbe) in Nigeria in 1914 when there was a leakage of senior Cambridge Local Examination. After Independence there was hardly any year whereby there is no examination malpractice was not recorded.

In Nigeria, however, examination malpractice became prominent in the 1970s, when youths who were in the colleges and university before the advent of the Nigeria civil war in 1967, who were conscripted into the army during the war, came back at end of the war in 1970 and went back to school to continue with their education. These youths who understood the language of the trigger of the gun more than what the teacher was saying, were not psycho-emotional stable and prepared for examinations and so resorted to alternative means of passing the examinations such as direct cheating in examinations, bribing examiner to allow them in indulge in mass cheating, hiring of machineries to write for them. This was clearly manifested in the West African school certificate examination of 1970/1971 when all manner of

irregularities ranging from examination malpractice to leakage of examination question papers characterized with the conduct of the examination (Blessing Adegoke, 2010).

FORMS OF EXAMINATION MALPRACTICE

There are dimensions of examination malpractices year-in-year-out, students come up with new dimension of examination malpractices vague. Some of the forms of examination malpractice are discussed below.

- I. Bringing of foreign material into examination hall: this is a situation where students bring into the examination hall notes, textbooks and other prepared materials. The method is nicknamed as hide and seeks microchips, tattoo and magic desk. Sometimes, students bring into the hall unauthorized materials like sophisticated and scientific calculators Abba (1998) identified some methods like giraffing, contraband, bullet, supper print, escort, pregnant biros and so one (Ojerinde, 2002).
- ii. Assistance from Educational Stakeholders: Examination stakeholders include parents, teachers, Lecturers, security agents, printers, and staff of examination bodies. Some parents go to any length in buying question papers for their children while some others even buy certificates for their children.

Supervisors sometimes connived with teachers, school principals or students by allowing teachers to come around to teach the students during examination period, lecturers or teachers releasing question papers or giving underserved marks or allowing students to illegally re-take examination papers (Ojerinde, 2002).

According to Agabi and Egbezon (pp. 216), West African Examination council in 1992 classified examination malpractice into the following:

1. Irregular activities inside the examination hall.
2. Collusion
3. Impersonation
4. Assault / insult or supervisors or invigilators.
5. Mass cheating
6. Special cases

In spite of the above, Ajere (pp 193 – 194) outlined the following forms of examination malpractice:

- Falsification of examination result either by examinees or even examiners
- Storage of questions and answers inside mobile phones
- Creation of examination centers outside the coverage of internet detections.
- Accessing examination questions through the internet on the eve of the examination for discussion over – night
- Conniving with examination body unfaithful staff to access live questions through the internet.
- Giving or receiving assistance of varied kinds from parents and other allied groups.
- Causing confusion and interaction to enable prepared answers come into the examination hall

- Teachers or lecturers soliciting and wooing colleagues for the award of unmerited grades to their favourite students or even parents acting at the same capacity.
- Examinee having foreknowledge of the questions before the actual examination time (leakage)
- Verbal exchange of ideas and giraffing due to proximity of test – mates and over crowdedness.
- Bribing invigilators and supervisors so to turn 'blind eyes' to malpractice or giving examination contractors and impersonators the questions to take away so as to prepare answers outside the examination hall.
- Awarding inflated marks to students by teachers
- Examinees issuing threat to examiners

Certainly, the above forms or classes of examination malpractice being indulged by the perpetrators were caused by one thing or another. Hence we turn to the next sub – topic.

POSSIBLE REASONS FOR EXAMINATION MALPRACTICE

Several reasons have been advanced as the factors of examination malpractice. They include:

- Moral Decadence: The standard of moral virtues among the youths is falling
- The Value System: There is loss in the dignity of labour rather achievement is judged in terms of material wealth.
- Economic Factor: The low income or poor remuneration of teachers in Nigeria has made some of the teachers to be vulnerable to undignified forms of making money.
- Diploma disease: Undue emphasis on certificate has made everyone to aspire for it hence encouraging examination malpractice.
- Psychological Factor: Some students are expressing fear and lack of confidence in their own capabilities hence they indulge in malpractice to avoid being stigmatized as failures.
- Poor teaching and learning environment: Most of the schools in Nigeria lack adequate infrastructure for proper learning to take place. Since students are ill – equipped, they resort to examination malpractice to pass.
- Wrong admission policies/unqualified candidates: Proper examination and interviews are no longer used as criteria for gaining admission into schools. Worse still is the issue of mass promotion.
- Teachers and school status: The reputation of most schools is hinged on the success of the students in public examinations. This therefore lures all members of staff. Students and even invigilators to become involved in the malpractice.
- Parental pressure and expectations on children: Some parents are willing to resort to various corrupt tactics to enhance their children's success in public examinations.
- Lack of proper guidance and counseling for students in schools: This has led some students to offer courses that they do not have talent for.

EFFECTS OF EXAMINATION MALPRACTICE

Examination is used as a means of testing the knowledge or competence of an Examinee. But if

some of the examinees indulge in examination malpractice, the result of that examination cannot be relied upon. It becomes a waste to time and resources on the part of the examining body and the society at large because the reliability of scores of most students is in doubt. This of cause has a negative effect on the nation's image. Meanwhile the effects of examination malpractice could be summarized as follows:

- It discredits the entire educational system.
- It leads to production of quacks of professionals who cannot perform or defend their certificates.
- Nigeria's image abroad could be at stake
- Hard working students could be discouraged and also leads to low self– esteem as students are no longer sure of their abilities.
- Hard working students are demoralized and disillusioned as they see dull students make better grades.
- Many good students have been denied admission by corrupt ones who through examination malpractice have better scores and grades
- Huge sums of money are spent by examination bodies trying to combat examination malpractice

STRATEGIES TO ERADICATE EXAMINATION MALPRACTICES IN SCHOOLS

Techniques to eradicate the menace of examination malpractice abound. Such techniques or strategies include:

- Need for both the government and school administrators to organize workshops, seminars and conferences at regular intervals to teach students, teachers, parents and even school administrators on the aftermath of examination malpractice.
- The government and every institution of the society should rise up to the challenge of instilling discipline in the citizenry
- Mass campaign should be made especially by Governmental and Non – Governmental Organization (NGOs) like National Orientation Agency (NOA) to enlighten people on the consequences of examination malpractice.
- Schools should be adequately provided with infrastructural facilities so that teaching and learning can be enhanced.
- Qualified teachers should be employed so that impartation of knowledge would be done by only professionals.
- The government should de – emphasize paper (certificate) qualifications as this is not healthy for the society.
- Adequate remuneration of staff in educational institutions which enhance their perpetrators of bribery, malpractice etc.
- Schools should only admit pupils or students based on the availability of infrastructure and personnel. Over population has an inherent supervision problem.
- Law enforcement agencies as well as organs responsible for the promotion of ethics in the society should be drafted to combat examination malpractice in schools.

In spite of the above outlines, one of the good strategies adopted by some tertiary institutions is

expulsion of students who do not meet up a stipulated minimum cumulative Grade Point Average (CGPA). For instance, University of Port Harcourt has such policy of expelling any student whose CGPA is below 1.00 at the end of the first session (100 Level).

Similarly, the senate of university of Ibadan on 24th, 2018 asked 408 students of the institution to withdraw due to their inability to meet the minimum academic requirement in their courses of study. The advice to withdraw was sequel to the admission of some students who did not write the Post – Unified Tertiary Matriculation Examinations screening examinations following the opposition raised against it by many parents. The academic performance affected three – quarters of the 3, 483 students admitted in 100 level for the 2016/2017 session. (pp. 31).

EXAMINATION MALPRACTICE AND ITS IMPLICATIONS FOR NATIONAL PRODUCTIVITY AND ECONOMY

According to the Republic of Nigeria (pp. 4), “Education in Nigeria is an instrument 'par excellence' for affecting national development”. It is on this basis that huge chunk of the nation's resources is invested in education sector. It is believed that if the citizens are properly educated, it would translate to national development. The reason being that it is the educated person that would bring about infrastructural development as well as every other aspect of development such as national productivity and economy.

One of such implications is that examinations malpractice results in the production of quacks as professionals who cannot perform to support their assumed qualification e.g quack medical doctors, ill – equipped accountants, poor administrators, quality teachers who cannot competently handle the subject they are trained to teach. This is supported by Ogbada as he states that examination malpractice is capable of not only running our educational system but also impairing the efficiency of our labour. He added that people who are mentally and normally defective are smuggled into public offices that they cannot competently handle. Thus, the wrong people are placed on the helm of affairs of the nation (pp23).

The excerpt above identifies the effect of examination malpractice on the efficiency of labour force. It therefore stands to reason that whatever affects the labour force has invariably affected national productivity and the economic. This is because the country's sustenance is dependent on the working population especially the skilled manpower. In support of the above, findings released by the financial derivatives company limited, FDC on the comparative assessment between the minimum wage in Nigeria and five selected countries, namely; Norway, Luxemburg, the united states, Belgium and the Netherlands, has revealed that low pay in Nigeria affects productivity of the country's workforce negatively (pp. 17).

It is therefore not surprising that the world Bank's World development report 2018 has shown that only about 20% of young Nigerian adults who have complete primary education can read. The report said that when primary four, pupils in Nigeria were asked to complete a simple two – digit subtraction problem, more than three – quarters of those asked could not solve it. It warned that a learning crisis loomed in education, pointing out that schooling without learning was not just a wasted development opportunity, but also a great injustice to children and young people. The report further stated that children who, after several years in school, cannot read,

write or do basic mathematics are likely to reach adulthood without the most basic skills of life. They may therefore not be effectively integrated into the political and community life of the society (pp. 13).

Apart from the effect on national productivity, examination malpractice also affects the economy negatively because examination bodies spend large sums of money trying to combat malpractice. This money ought to have been used for other meaningful ventures that would boost the nation's economy.

METHODOLOGY

The study employed the descriptive survey method in determining factors that contribute to examination malpractices in tertiary institutions in Jos South of Plateau State. The reason for choosing a descriptive survey was to allow for a broad-based input into factors contributing to examination malpractices in tertiary Institutions. It has been pointed out that the descriptive survey can be used collect information about people's attitudes, opinions, habits, or any variety of education or social issues (Orondho and Kombo, 2002).

The study employed both quantitative and qualitative methods

SAMPLING POPULATION

The study population consisted of all tertiary Institutions in Jos South, Plateau State Polytechnic Barkin Ladi, College of Health Technology Zawan and College of Nursing Vom, School Head of Departments, Lecturers and students or learner's numbering about 2,000 respondents.

SAMPLING TECHNIQUE

The sample consisted of 150 respondents as follows; 80 students, 60 lecturers and 10 Heads of Department (HODs) and all drawn from tertiary Institution of plateau State Polytechnic Jos campus, College of Health Technology and College of Nursing Vom. Therefore, a simple random stratified method was used to select 80 students, 60 lecturers and (10 Head of Departments from the above-mentioned institutions). This procedure was chosen because it provides each element in the population an equal chance to be selected as a study sample (Kombo and Tromp 2006). Purposive sampling procedure of a simple random stratified method of questionnaire distributions was used to select 10 HODs as informants based on the researchers', judgment and knowledge as pointed above.

Furthermore, the quota sampling technique that was used by the researchers to select students in Jos South to participate in the study was because all tertiary institutions have examination halls but the hall is not large to conduct their examinations. The non-probability quota sampling technique was used in order to accord both the female and male learners' equal opportunities to participate in the study (Tic hapondwa 2013).

PROCEDURE FOR DATA COLLECTION

Face to face interviews were used to collect data from Heads of Department. This was to enable

the researcher to make follow-up questions. Questionnaires were used to collect data from lectures as it allowed the researcher to use the same question item for all respondents answered the questionnaires. Respondents were not indicating their names on the questionnaires in order to enhance confidentiality, anonymity and honest responses. The researchers read out the instructions and allowed the respondents to ask questions in order for them to be clear on what was needed before filling in the questionnaires. A time frame of two days was given to the respondents to answer the questions. Altogether, 60 questionnaires were distributed.

Focus group discussion comprising 80 students were conducted, 10 from each Departments. Discussions were held in groups of ten per department. The researchers used a note book to record the responses. The data were also collected from books available in the libraries, dissertations, reports, lectures and the head of departments.

PROCEDURE FOR DATA ANALYSIS

The qualitative data, inclusive of observation data were analyzed thematically by coding and grouping emerging themes into categories using the constants comparative analysis technique. This entailed identifying major themes such as corruption, laziness, impersonation, poor remuneration and competition, then assigning codes to them.

The coded themes were then grouped to correspond with specific research objectives. Statistical package for social series science (SPSS) was used to analysis quantitative data in order to generate frequencies. Data collected through documentary analysis were compared with order from face to face interviews, questionnaires and focus group discussions to enhance triangulation. This was done to see whether the findings collaborated.

DATA INTERPRETATION

Interpretations of data were gathered in this research. Data were both qualitatively and quantitatively interpreted. Data which were analyzed respectively were interpreted according to statistical procedures and inferences. In most cases respondents viewed with the highest frequencies or percentages were considered to be the views of the majority. On the other hand, qualitative data were interpreted as understood by the researcher without altering the meaning of the respondent's statements.

PRESENTATION OF RESEARCH FINDINGS

This section of the paper presents the findings of the study on the factor that contributing to examination malpractices in tertiary institutions of Plateau State Polytechnic Jos, College of Health Zawan and College of Nursing Vom. Jos South. The presentation of the findings was in line with the objectives of the research which were as follows:

1. To establish the factors that contributed to examination malpractices.
2. To explore the nature of examination malpractices used in tertiary institutions.
3. To examine the effect of examination malpractices.
4. To establish strategies to help curb examination malpractices.

Respondents in this research were drawn from the Heads of Departments in the tertiary institutions of Jos south of plateau state. A total number of 150 respondents participated in

research 80 were students engaged in group discussions. The results of the 80 students were analyzed qualitatively. There were 60 lecturers who all responded through questionnaires and their results were analyzed quantitatively. There were also 10 Heads of Departments who were engaged in face to face interviews.

PRESENTATIONS OF DATA/RESPONDENTS

Statues	Gender		Age					
	Female	Male	25-30	31-35	36-40	41-45	Above 45	
Lecturers	35	25		40	20	-	-	60
Students	40	40	60	20	-	-	-	80
HOD	3	7				2	8	10

The above table is a representation of respondents who are major stakeholders in the education and examination process. They were in a position to participate meaningfully and effectively in this research process.

Results from the lecturers were analyzed thematically and the most prominent themes were as follows:

1. laziness, inadequate preparation
2. poor remuneration for lecturers
3. corruption
4. fear of failures
5. spoon feeding mentality
6. examination oriented teaching
7. poor quality teaching and
8. Competition between lecturers and schools.

However, the results of the 60 lecturers were analyzed respectively from the questionnaires are as follows:

Table 2: Laziness/inadequate preparation

Response	Frequency	Percent
Positive	49	81.6%
Negative	11	18.4%
Total	60	100%

From the frequency table 2: Above, 49 (81.6%), of the responds indicated laziness, inadequate preparation as significant factors to examination malpractices while the remaining 11, (18.4%) did not.

Table 3. Poor Remuneration for Lecturers

Response	Frequency	Percent
Positive	44	73.3%
Negative	16	26.7%
Total	60	100%

Frequency of 44 (73.3%), of respondents believed poor lecturers remuneration was a factor contribute to examination malpractices whereas the remaining 16 (26.7%), did not.

Table 4: Corruption

Response	Frequency	Percent
Positive	45	75%
Negative	15	25%
Total	60	100%

The above frequency table indicates a positive response 45 (75%), asserted that corruption is a contributory factor to examination malpractices whereas 15 (25%), believed otherwise.

Table 5: Fear of Failure

Response	Frequency	Percent
Positive	30	50%
Negative	30	50%
Total	60	100%

The results from the respondents, upon being analyzed, revealed that 30 (50%), of the respondents supported the assertion that fear of failure is a factor causing examination malpractices. 30 (50%), did not support the above as a factor.

Table 6: Spoon Feeding Mentality

Response	Frequency	Percent
Positive	29	48.3%
Negative	31	51.7%
Total	60	100%

The frequency Table 6 shows that 29 (48.4%), of the respondents supported the belief that spoon feeding mentality was a factor that causes Examination Malpractices. However, 31 (51.7%) did not support spoon feeding as a factor.

Table 7: Examination Oriented Teaching

Response	Frequency	Percent
Positive	30	50%
Negative	30	50%
Total	60	100%

The frequency table shows that the number of respondents in support of the assertion that examination-oriented teaching is a factor causing examination malpractices is 30 (50%), exactly the same as those who did not support.

Table 8: Poor Quality Teaching

Response	Frequency	Percent
Positive	34	56.7%
Negative	26	43.3%
Total	60	100%

Frequency table 9 shows that 34 (56.75%), of the respondents believe that poor teaching quality contributed to examination malpractices whilst 26 (43.3%), either did not agree or were ignorant of the fact.

Table 9: Competition between Lecturers and Schools

Response	Frequency	Percent
Positive	43	71.7%
Negative	17	28.3%
Total	60	100%

From results the questionnaire revealed a fairly high percentage of 71.7 frequencies 43 numbers of respondents in agreement that competition pressure is a factor causing examination malpractices. 17(28.3%) respondents did not agree competition pressure was a factor. After analyzing the results of the students focus in groups of (80) students were discussions qualitatively, the following were the prominent themes that emerged: smuggling answers, foreign material into the examination room.

- ü Candidates access the examination questions before examination time.
- ü Candidates copy from smuggling material and from each other in the examination room.
- ü Candidates connive among themselves and with examiners to cheat.
- ü Using other people to write examinations for the candidates.
- ü Marks are inflated for practical and projects.
- ü Lectures supply extra answer sheets to candidates.
- ü Teachers favor relatives when marking.

Table 10: Leakages

Response	Frequency	Percent
Positive	68	85%
Negative	12	15%
Total	80	100%

Leakage as a type of examination malpractice enjoyed a 68 (85%) support from the respondents whilst only 12 (15%) were not in support or were ignorant.

Table 11: Smuggling answers, foreign material into the examination room.

Response	Frequency	Percent
Positive	63	78.8%
Negative	17	21.2%
Total	80	100%

Majority of the respondents, 63 (78.8%) indicated that smuggling of answers, foreign material into the examination room was one type of examination malpractice. On the other hand, 17(21.2%) of the respondents did not think so or were simply ignorant.

Table 12: Lecturers aiding Students

Response	Frequency	Percent
Positive	60	75%
Negative	20	25%
Total	80	100%

Majority of the respondents i.e. 60 (75%) believed that lecturers aid the students during examinations whereas 20 (25%) were either not aware or were of a different opinion.

Table 13: Carelessness in marking or favoritism

Response	Frequency	Percent
Positive	50	62.5%
Negative	30	37.5%
Total	80	100%

50 (62.5%) of the respondents believed there was an aspect of carelessness when marking as well as the tendency to favor relatives, friends etc. whilst 30 (37.5%) did not.

Table 14: Collusion.

Response	Frequency	Percent
Positive	56	70%
Negative	24	30%
Total	80	100%

The respondents' response shows that 56 (70%) were of the view that collusion was a type of examination malpractice. 24(30%) however were either ignorant of the existence of collusion or were simply not in support.

Table 15: Answers on Body Parts.

Response	Frequency	Percent
Positive	60	75%
Negative	20	25%
Total	80	100%

Response	Frequency	Percent
Positive	60	75%
Negative	20	25%
Total	80	100%

The frequency table has 60 (75%) showing support for the assertion that answers were written on body parts, whilst 20 (25%) of respondents expressed ignorance of this assertion.

Table 16: Inflating the Marks for Practical's and Projects.

Response	Frequency	Percent
Positive	65	81.3%
Negative	15	18.7%
Total	80	100%

The above frequency table shows that 65(81.3%) of the respondents were in support of the view that candidates scores/marks were inflated in practical and projects whilst 15 (18.3%) percent did not agree with this view.

Table 17: Copying from each other.

Response	Frequency	Percent
Positive	40	50%
Negative	40	50%
Total	80	100%

The frequency table indicate a positive response of 30 (50%) in support of copying as a type of examination malpractice. 40(50%) expressed ignorance. The results of the ten (10) Heads of Departments officials revealed the following major themes:

1. Promote Laziness, discourage hard workers
2. Students loss self confidence
3. Education statues compromised, result not genuine
4. National underdevelopment, economically, morally, socially and political
5. Encourages Corruption
6. Wrong people advance to higher education institutions
7. Student's loss respect for Lecturers and other.

Table 18 Promotes Laziness, Discourages Hard Workers

Response	Frequency	Percent
Positive	8	80%
Negative	2	20%
Total	10	100%

The above frequency table shows that of the 10 respondents, 8 (80%) believed that examination malpractices promote laziness and discourage hard working candidates. Only 2 (20%) either did not support the view or were just ignorant.

Table 19: Students Loss self Confidence

Response	Frequency	Percent
Positive	7	70%
Negative	3	30%
Total	10	100%

A very high percentage i.e. 7 (70%) believed that students loss self-confidence because of examination malpractices whilst 3 (30%) did not.

Table 20: Education Statues Compromised, Results not Genuine

Response	Frequency	Percent
Positive	6	60%
Negative	4	40%
Total	10	100%

They believe that the education statues of a nation and the results of the examinations were both compromised is supported in the above frequency table by 6 (60%) of the respondents whilst 4 (40%) either were not in support or were simply not aware of the situation.

Table 21: National underdevelopment – economically, morally, socially, political etc.

Response	Frequency	Percent
Positive	6	60%
Negative	4	40%
Total	10	100%

The frequency table above shows that 6 (60%) of the respondents agreed that examinations malpractices result in national underdevelopment. 4 (40%) were either ignorant or believe otherwise.

Table 23: Encourages corruption

Response	Frequency	Percent
Positive	8	80%
Negative	2	20%
Total	10	100%

Table 27 above shows that the majority i.e. 8 (80%) of the total number of respondents agreed that examination malpractices encourage corruption. Only 2 (20%) did not agree.

Table 24: Wrong People Advance to Higher Education Institutions

Response	Frequency	Percent
Positive	6	60%
Negative	4	40%
Total	10	100%

The above table indicates that 6 (60%) of the respondents supported the belief that examination malpractices result in wrong people advancing to working in an organization. 4 (40%) of the respondents either had no idea or simply did not support the assertion.

Table 29: Pupils Loss Respect for Teachers and Other Higher Authorities

Response	Frequency	Percent
Positive	7	70%
Negative	3	30%
Total	10	100%

The fact that Student tend to lose respect for lecturers and other higher authorities because of examination malpractices was supported by 7 (70%) of the respondents' whist 3 (30%) were not of this view.

CONCLUSION

This section of the article discussed research findings arising from the results of the respondents that is, the students, lecturers, school heads of the tertiary institutions officials within the Jos South Local Government Area. The issues discussed include the factors that lead to examination malpractices, the nature of examination malpractices, the forms of examination malpractices and the measures that may curb examination malpractices.

Examination malpractice is known to be an evil act and it is unacceptable everywhere in the world. Indulging in it portends negative signal on both national productivity and the economy. This is because mediocrities would dominate the labour force and the consequences would be production of goods that are sub-standard. The potentials of Nigeria will be difficult to realize socially, economically and technologically. Until all stakeholders put their hands on deck to eradicate it (News 2 onlinenigeria.com/:/5692 examination malpractice). The Nation needs a drastic reform in the Educational sectors.

According to Daily Sun,(May 15, 2012) because if we continue this way, we may not be able to have competent and qualified people in our offices and parastatals! Education “acknowledged as lasting path to prosperity and sustainable standard of living” (Fafunwa, 2005) will be left at the mercy of what will be taught by radio, television, bad peer groups, neighbors and internet (ICT). Examination malpractice affects all the facets of the Nation. Stiff measures have to be in place to ensure credibility and authenticity of the examinations at all levels. Therefore, let's not spend further time arguing, blaming ourselves because very soon the bad seed we are planting some will become Architects, engineers or Doctors, accountants, they will design bridges you will ride over, houses to resides in and you or your children may fail into their hand to be treated, what would be your fate: Enough is enough.

RECOMMENDATIONS

- I. Examination officials should be motivated in cash so that they cannot be vulnerable to temptation.
- ii. Disciplinary action on perpetrators of examination malpractice should be taken immediately without fear or favour.
- iii. Proper counseling of students can go a longer to changing their mind set about examination malpractices and develops values or characters in them.
- iv. Public enlightenment campaign on the consequences of examination malpractice can be done by such bodies as National orientation Agency (NOA) as well as other Non – Governmental Organizations. NGOs.
- v. Movement should be restricted to examination venues during examination period,
- vi. Practical performances should be preferred to certificates or paper qualification,
- vii. Strict interviews should be conducted for employment into any position for efficiency of labour force,
- viii. Students should be given enough exposure to practical aspects of school subjects / courses such as sciences-oriented subjects/courses and technological courses,
- ix. All public and private school system be it college, monotechnic, polytechnic or university that would not follow the rules and regulation for the conduct of

- examination should be sanctioned,
- x. Public and private schools/college/tertiary institutions should employ only qualified, God fearing and disciplined teachers/instructors/curators who might have been trained to be given total education at each level,
 - xi. Publications of religious journals at regular interval stressing religious ethics, morals and practices will definitely bring some sanity into the system,
 - xii. More admission places should be opened for candidates for university and others tertiary institutions placement,
 - xiii. Genuine academic successes should be celebrated to encourage other to do more,
 - xiv. There is the need for existing laws to tighten the noose on examination misconducts and
 - xv. Examinations in all our learning institutions should be automated via the use computers (ICT).

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