
Examination Malpractice in State Owned Institutions of Higher Learning, Causes and Remedies: A Study of Some Selected States in The North Eastern, Nigeria

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ABSTRACT: *The paper investigated examination malpractices in state owned institutions of higher learning in the north-eastern geo-political zone, Nigeria. The population of the study comprised of staff and students of three (3) selected institutions of higher learning from nine (9) states in the north-east geo-political zone, Nigeria.*

KEYWORDS: examination malpractice, state owned institutions, higher learning, North Eastern, Nigeria

INTRODUCTION

The study investigated examination malpractice in state owned institutions of higher learning in some selected states in the north-eastern Nigeria.: Causes and Remedies. The researchers were in a worry of the possible effect of the problem there by developing interest in it and proper some possible solutions as given by the respondents.

Background of the Research

Examination Malpractice is one of the negative factors affecting educational objectives. The researchers investigated causes and remedies of examination malpractice in state owned institutions of higher learning in some selected states in the north-eastern, Nigeria due to its negative effect on the entire education system as showed by some studies.

Problem Statement/Justification

Examination malpractice in state owned institutions of higher learning: Causes and Remedies was the major concern of the researchers. It was tailored to determine the causes and remedies of the problem.

Purpose of the Study

Examination Malpractice is of different forms and kinds and it affects the entire education system in many ways. The research determined causes and remedies of examination malpractice in State owned institutions of higher learning in the north-eastern, Nigeria and providing an in depth analysis of the remedies for the problem.

Objective (s) of the Study

The research has the following objectives:

- i. It has investigated the types of examination malpractice in state owned institution of higher learning in the north-eastern, Nigeria.
- ii. It has investigated the causes of examination malpractice in state owned institutions of higher learning.
- iii. It proffers remedies of examination malpractice in state owned educational tertiary institutions.

Research Questions

- i. What are the types of examination malpractice in state owned institutions of higher learning?
- ii. What are the causes of examination malpractice in state owned institutions of higher learning?
- iii. What are the remedies for examination malpractice in state owned institutions of higher learning?

Significance of the Research

The research has the following significances:

- i. The study revealed the types of examination malpractice in state owned institutions of higher learning.
- ii. It reveals the causes of examination malpractice in state owned institutions of higher learning.
- iii. The study proffered remedies of examination malpractice in state owned institutions of higher learning.

LITERATURE REVIEW

Concept of Examination

Examination was defined by many authorities according to their orientation. By way of illustration, the oxford advanced learners' dictionary (2000) sees examination as spoken or practical test at school or college especially an important one that you need to do in order to get a qualification. In an elucidation given by Wikipedia a test or examination is an assessment intended to measure a test takers knowledge or skill, aptitude, physical fitness or classification in many other topics (e.g. beliefs). A test may be administered orally, on a paper, on a computer or in confirmed area that requires a test taker to physically perform a set of skills. Oduwaiye, (2014) holds that, examination is an organized assessment technique which presents individuals with a series of questions or tasks geared towards ascertaining the individual acquired knowledge and skills. In another submission by Balogun (1999) holds that, examination is the process through which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period.

Concept of Examination Malpractice

Ben, Ruth, Andrews, & Kenneth. (2022) Quoted Obo, (2008) who holds that, Examination Malpractice is defined as any deliberate act of undoing contrary to the rules of examinations designed to give a candidate an undue advantage. The Examination Malpractice Act (1999) explains examination malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued. In another effort of defining examination malpractice Olushola (2006) holds that, examination malpractice is an unlawful behavior or activity engaged in by students to have personal advantage in an examination over their colleagues or mates who are taking the same examination.

Examination offences in the Nigeria constitution

The 2004 laws of Nigeria under the examination malpractice act listed the following as malpractice in examination:

- i. cheating at examination.
- ii. Stealing, etc., of question papers.
- iii. Personation.
- iv. Orderliness at examination.
- v. Disturbances at examinations.
- vi. Conduct at examinations.
- vii. Obstruction of supervisor, etc.

- viii. Forgery of result slip, etc.
- ix. Breach of duty.
- x. Conspiracy, aiding, etc.
- xi. Conviction for alternative offence.
- xii. Offences by bodies corporate.

Causes of Examination malpractice

There are many identified causal factors of examination malpractice. By way of illustration, Ayanniyi & Anya (2017) in a table of causal factors of examination malpractices indicated the factors as society-related, institution-related, teacher-related, learner-related and group-related. This is to say that; the causal factors are many depending on the root of the factor.

Effects of Examination Malpractice

Studies have shown effects of examination malpractice on many things such as academic performance, standard and quality products etc. Kebuya & Mekongtso (2020) founds that, impersonation is negatively related to students' future, bribery is negatively related to student's future, and intimidation is negatively related to student's future.

Remedies of Examination Malpractice

Onyibe, Uma & Emmanuel (2015) has suggested Societal re-engineering and re-orientation to revamp moral values: good moral values and engage only honest persons in examination management as some possible solutions of examination malpractice. Many authorities have given the way they think; the problem will be remedied according to their field of experience. Onyibe, Uma & Emmanuel (2015) concluded that, examination malpractice which has remained a cancer in the education sector requires a multidimensional approach for total annihilation. This is to say that; the problem should be handled from all angles.

METHODOLOGY

Research Design

The study examined examination malpractice in state owned institutions of higher learning: a case study of North-East, Nigeria. The researchers used descriptive research design due to its relevance on critical examination of documents in order to obtain the information necessary to answer research questions and or hypotheses as stated by Sambo (2005) who further holds that, 'the number of problems that can be studied through the descriptive method are many and varied. They deal with many aspects of the educational endeavor. They range from simple record keeping to the collection of data from a sample in order to make inferences on the conditions obtained in a population'. In an attempt to define survey research, Awotunde & Ugodulunwa. (2004) holds that "survey research is the type of research in which data are collected from a representative sample using questionnaire, interview, observation and test".

Population

The population of the study composed of all the State owned tertiary educational institutions in the selected states in north-eastern, Nigeria. The population validity gives room to generalize on a larger population from the result of the sample. Gall, Gall & Borg. (2009).

Sample

A sample is a subset of a population from which data for a study is collected Sambo (2005). By this, the sample of the research was from the total population of the research and this was realized through an appropriate procedure of having a sample of a study.

Sampling Technique

The study adopted the simple random sampling technique from the various sampling techniques due to its importance and suitability in Survey research. So that, each number of a given population would have an equal chance of being selected in the sample.

3.5 Sample Size

The sample size of the research was determined using the Krejcie & Morgan (1970) table for required sample sizes for a given population sizes.

Data Collection Instrument

A mixed sets of questionnaire (structured questionnaire and open-ended questionnaire) were used in the collection of data for better results.

Data Collection Procedure

The researchers and research assistants visited three (3) sampled states out of the total six (6) states in the zone administered and retrieved the research instruments for the required data of the study.

Validity and Reliability of the Instrument

The instrument was given to experts in the field of tests and measurement and their observations were effected to have the required validity. Reliability and item analysis were to have reliable measurement scales and improved existing scales and evaluated the reliability of scales already in use.

Pilot Study

Pilot testing was carried out in a selected state in the north-western, Nigeria as it is not under the study, area. Observations raised due to the pilot study were effected.

Data Analysis Statistical Method

The data collected was subjected to a relevant statistical tool i.e. the SPSS to have a good analysis of the data collected leading to interpretation.

RESULTS AND ANALYSIS OF DATA

Introduction

The research investigated Examination Malpractice in state owned institutions of higher learning: Causes and Remedies. A case study of some selected states in the north-eastern zone, Nigeria. The study was aimed at looking at some possible ways of managing the problem.

Data Presentation and Analysis

The study attempted to answer the following research questions:

- i. What are the types of examination malpractice in state owned institutions of higher learning?
- ii. What are the causes of examination malpractice in state owned institutions of higher learning?
- iii. What are the remedies of examination malpractice in state owned institutions of higher learning?

Research Question I: What are the types of examination malpractice in state owned institutions of higher learning?

Table 1: types of examination malpractice according to the respondents.

S/N	Items	N	Agree	%	Disagree	%
1.	Students use Body Aids in examination malpractice	150	40	27	90	60
2.	Contract is a type of examination malpractice engaged by some students	150	100	67	50	33
3.	Computo is a type of examination malpractice	150	130	87	10	7
4.	CNN is a type of examination engaged by students	150	130	87	20	13
5.	Direct Access is a type of examination malpractice in which an examiner aid student To have unlawful favour.	150	50	33	70	47
6.	Dubbing illegal copying in the examination hall	150	120	80	30	20
7.	E-Cheating is a type of examination malpractice Engaged by some students	150	110	73	20	13
8.	Expo : revealing examination questions before the actual time of the examination is a type of examination malpractice in state owned institutions.	150	110	73	40	27
9.	Giraffing : sticking out one's neck to copy from					

Another is also engaged by some students to commit Examination mal practice.	150	150	100	0	0
10. Bond or Lateral Connection: sitting arrangement allowing the bright ones sitting at the centre to give illegal favour to other students.	150	80	67	20	13
11. Mercenary Service: seeking the hand of another student or individual to write the examination	150	110	73	20	13
12. Missile Catch: paper squeezed with answers and thrown to other students.	150	120	80	10	7
13. Rank Xeroxing: student collecting and writing for another student word for word.	150	120	80	10	7
14. Swapping: exchanging of answer booklets	150	130	87	10	7
15. Stroke: pretending to be sick in order to have sympathy from the examiner.	150	120	80	20	13
16. Table top: writing relevant thing on the examination table or examination sit before the examination to have illegal advantage during the examination.	150	130	87	10	7
17. Tattoo: writing on the tender parts or in the shoe or alike to have easy access and advantage when in problem during examination.	150	110	73	10	7
18. Time Out: seeking to go to toilet with the aim of reading up answers.	150	90	60	40	27
19. Token: jotting of points on the mathematical set and or any other related material allowed in the examination venue.	150	110	73	20	13

Source: Field Work, 2023

Table 1 above shows that, the responses indicated that, from the total number of 150 on each item statement, majority of them accepted that all of the above i.e. serial number 1-19 are types of examination malpractice engaged by some students in state owned tertiary education institutions except that of serial number 5 (Direct Access: an examiner aiding students during examination to have unlawful favour) which was disagreed by 47% of the respondents, 20% undecided and 33% agreed with the statement.

Research Question II: What are the causes of examination malpractice in state owned tertiary institutions?

Table 2: Causes of examination malpractice in state owned tertiary institutions as perceived by the respondents

S/N	Items	N	Agree	%	Disagree	%
1.	Course (s) lecturers' inability to cover course Content	150	40	27	90	60
2.	Students attitudes towards examination Preparation	150	130	87	0	0
3.	Friends influence	150	100	67	20	13
4.	Lack of relevant instructional facilities in the institution	150	30	20	100	67
5.	Lack of conducive examination venue	150	40	27	100	67
6.	Lack of good examination administration	150	50	33	90	60
7.	Fear of examination.	150	110	73	30	20
8.	Lecturers methodology	150	30	20	100	67
9.	Invigilators attitude on examination administration	150	60	40	80	53

Source: Field Work, 2023

Table 2 above indicated that, only 40 respondents representing 27% agreed that, course (s) lecturers' inability to cover course content is a causal factor of examination malpractice. Therefore, the study revealed rejection of the statement as 90 of the respondents representing 60% disagreed. Students attitudes towards examination preparation has 130 out of 150 respondents representing 87% agreed that it is a causal factor of examination malpractice. Friends influence was also accepted as a causal factor of examination malpractice with 67%. Lack of relevant instructional facilities in the institution, Lack of conducive examination venue, Lack of good examination administration, Fear of examination, Lecturers methodology and invigilators attitude on examination administration were all disagreed as causal factors of examination malpractice while Fear of examination was agreed as a causal factor of examination malpractice by the respondents with 30%.

Research Question III: What are the remedies for examination malpractice in state owned tertiary institutions?

Table:4 Remedies for examination malpractice

S/N	Items
1.	Strong punishment be put in place to serve as deterrent.
2.	Sitting arrangement carefully be observed
3.	Students should be well informed about negative effects of examination malpractice
4.	Only competent students be enrolled into the schools.
5.	Conducive teaching and learning facilities be provided.
6.	Thorough searching of students before entering the examination hall.
7.	Proper examination monitoring and supervision.
8.	Security personnel be involved in examination monitoring and supervision.

Source: Field Work, 2023

The respondents suggested the following ways and measures to remedy examination malpractice:

- i. Strong punishment be put in place to serve as deterrent.
- ii. Sitting arrangement carefully be observed
- iii. Students should be well informed about negative effects of examination malpractice
- iv. Only competent students be enrolled into the schools.
- v. Conducive teaching and learning facilities be provided.
- vi. Thorough searching of students before entering the examination hall.
- vii. Proper examination monitoring and supervision.
- viii. Security personnel be involved in examination monitoring and supervision.

DISCUSSION OF FINDINGS

The study revealed that, examination malpractice exists in state owned institutions of higher learning. The problem has forms, causal factors and remedies as revealed by the study. This study is in consonant with the decision of Kebuya & Mekongtso (2020) who found out that, examination malpractices have negative effects both on students' future and their academic performance. This is to say that, there exists examination malpractice. The study also reveals some possible remedies for the problem and this has agreement with the findings of a study by Onyibe, Uma & Emmanuel (2015) who concluded that, examination malpractice which has remained a cancer in the education sector requires a multidimensional approach for total annihilation.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study has introduction, background of the research, problem statement, purpose of the study, objectives of the study, research questions, significance of the research. It has also a review of literature which has introduction, Concept of Examination, Concept of Examination Malpractice, Examination Malpractice in the Nigeria's constitution, Causes of Examination Practice and

Remedies of Examination Malpractice. While the methodology part has research design, population of the study, sample, sampling technique, sample size, data collection instrument, data collection procedure, validity and reliability of the instrument, pilot study and data analysis statistical method. The results and analysis of data has introduction, data presentation, analysis and discussion of findings. While the last part has summary, conclusion and recommendations.

Conclusion

The findings of this study indicated an existence of examination malpractice in state owned institutions of higher learning in the area under study. It also revealed the causes and remedies for examination malpractice. Therefore, based on the findings of the study the researchers concluded that, examination malpractice exists in state owned institutions of higher learning in many forms and or types.

Recommendations

Based on the findings of the study the following recommendations were proffered:

- i. Strong punishment be put in place to serve as deterrent.
- ii. Sitting arrangement carefully be observed
- iii. Students should be well informed about negative effects of examination malpractice
- iv. Only competent students be enrolled into the schools.
- v. Conducive teaching and learning facilities be provided.
- vi. Thorough searching of students before entering the examination hall.
- vii. Proper examination monitoring and supervision.
- viii. Security personnel be involved in examination monitoring and supervision.

Suggestion for Further Studies

The research was carried out in the north eastern Nigeria and it was restricted on examination malpractice in state owed tertiary institutions of higher learning in north-eastern, Nigeria. By this there is need to carryout research on examination malpractice in other educational institutions and other states in the country.

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