

Public Service Broadcasting and the Fight against Examination Malpractice in Ebonyi State

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ABSTRACT: *A sample size of 360 respondents were selected. Cluster-multi-stage sampling technique was adopted. Data were collected from primary and secondary sources. Tables and simple percentages were used for data analysis and presentation and charts, while simple descriptive analysis was used to infer meaning from the data in the table for analysis. Findings show that Ebonyi Broadcast Corporation (EBBC) campaign against examination malpractice in Ebonyi State, students of Ebonyi State University Abakaliki listen to EBBC campaign against examination malpractice, respondents were aware of the war against examination malpractices in Ebonyi State. The study recommends that sound educational policy should be put in place and the supremacy of certificates over skills and professional competences should be de-emphasized. It further recommends appointment of supervisors of proven integrity who are independent of the examinations centers, as well as adequate remuneration of invigilators and supervisors for greater commitment to their job.*

Keywords: public service, broadcasting, fight, against, examination malpractices.

INTRODUCTION

In educational systems, world over, the examination process makes the difference in the actualization of the goals of education, Nwadiani (2010) asserted that “the goals of national

educational systems and indeed national development become like mirage if examination ethics is not encouraged and instituted". Examination is one of the major means of assessing and evaluating students' skills, knowledge and attitude in both general and specific areas of studies. Olatunbosun (2011) noted that "till date, examinations still remain the best tool for an objective assessment and evaluation of what learners have achieved after a period of schooling". Therefore, any action that undermines examinations poses a great threat to the validity and reliability of examination results and certification.

Unfortunately, the process of examination in Nigerian secondary schools has become a "contemporary shame" according to Nwadiani (2015). This of course is due to the phenomenon of examination malpractice that has become endemic in the educational system. Examination malpractice is an act of omission or commission by a person who in anticipation of before, during or after any examination fraudulently secures 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. (FRN, 2016) Onah (2010) defined examination malpractice as anything done by an examination candidate that is likely to render the assessment useless. Ike (2017) stated that examination malpractice is any action done or committed which makes it impossible to use an examination in determining the level of competence of a candidate in absorbing, reproducing, and where appropriate, apply the knowledge. This means that any act of wrong doing or neglect that contravenes the rule or acceptable practice before, during and after examination by anybody in any way is examination malpractice.

An outcome of this academic exercise is that students are graded in order of competence or merit. For the student, the result of an examination is not, therefore, to be pretentiously regarded as "they gave me" this or that grade, but that "earned" this or that grade. There is no running away from this means of assessment, the issuing of relevant evidence of this assessment which is the certificate and hence the use of these certificates as parameters for access to employment and opportunities for higher learning. Examination results are the only viable means through which the larger society which does not participate in the individual, student's learning process can assess the student's academic standing. In this regard, therefore, no student is expected to be unduly favoured or enjoy any form of preferential treatment over the others. However, it has been observed that over time, various measures have been employed by students, sometimes aided by their parents, guardians, teachers, or persons connected with the conduct of examinations to perfect various malpractices in the course of examinations. Examination malpractice may, therefore, be viewed as any deliberate action by an individual or group, directly or indirectly, and aimed at distorting the outcome of an academic test. Such actions take place before, during or after the test. These malpractices invariably take two major forms as classified by the West African Examination Council (WAEC) leakages and irregularities.

Leakages accrue when candidates or unauthorized persons have foreknowledge of the contents of the question paper before the examination. This could happen deliberately or unintentionally through carelessness or neglect. The staff of the examining body, custodians of the question papers, supervisors and invigilators, can leak examination papers. Irregularities, on the other hand, are the various methods by which candidates cheat during examinations. Among recently discovered methods, according to the WAEC are Impersonation, Smuggling of answer scripts by which a candidate's answer sheets are replaced within or outside the examination hall with the help of a syndicate, sanitary pad method, whereby girls hide prepared notes sanitary pads for use examination, candidates exchanging information among themselves, and candidates bringing prohibited materials into the hall.

The first publicly reported case of examination malpractice in Nigeria occurred in 1914 with the leakage of question papers for the Senior Cambridge Local Examination. There have been several cases subsequently but since the infamous leakage of the WAEC examination papers in 1977 referred to as "EXPO77", the conduct of school examinations has been characterized by wide-spread leakage of examination papers, high student enrolment, corruption, cancellation of results etc., leading to the promulgation of several decrees including Decree 27 of 1973, the Miscellaneous Offences Decree 22 of 1986 and the Examination Malpractices Decree 33 of May 1999. These were variously meant to check the growing menace of examination malpractice, which is tending to obliterate the values of certificates issued by Nigerian Institutions

Statement of the problems

Examination malpractices have spread from public examinations to internal examination at all levels of our educational system at an alarming rate. The phenomenal increase in the number, scope and complexity of cases reported across the country, due in no small measure to the rising levels of moral decadence in the society, is cause for concern for all well meaning Nigerians. The increasing incidence of examination fraud has no doubt done serious damage to our educational system. The reliability and acceptability of certificates issued by examination bodies in Nigeria have, consequently, become questionable. With the escalation of the unwholesome practices in spite of statutory regulations against it, the federal and state governments, nongovernmental organizations concerned individuals and the mass media have embarked on public enlightenment campaigns to educate the public on the dangers that lie ahead if examination malpractices continue to pollute our academic environment.

The mass media in the country have served as a vehicle for promoting anti-examination malpractice messages. The Ebonyi State government, through the Ministries of Education and Information has embraced the challenge of eliminating examination malpractices in the state. However, as laudable as this achievement may be, it is obvious that the problem persists. **In** fact, the problems associated with examination malpractice across the country are hydra-headed and legion.

Objective of the Study

The main objective of the study is to examine public service broadcasting and the fight against examination malpractices in Ebonyi State.

1. To examine whether Ebonyi broadcast corporation (EBBC) campaign against examination malpractice in Ebonyi State.
2. To ascertain whether students of Ebonyi State University Abakaliki listen to EBBC campaign against examination malpractice.
3. To examine whether respondents is aware of the war against examination malpractices in Ebonyi State.

Research Questions

In pursuit of the above objectives, the following research questions were asked:

1. To what extent do Ebonyi broadcast corporation (EBBC) campaign against examination malpractice in Ebonyi State?
2. What proportion of students of Ebonyi State University Abakaliki listen to EBBC campaign against examination malpractice?
3. What proportion of the respondents is aware of the war against examination malpractices in Ebonyi State?

Research hypotheses

Ho₁: Ebonyi broadcast corporation (EBBC) does not campaign against examination malpractice in Ebonyi State.

Ho₂: Students of Ebonyi State University Abakaliki does not listen to EBBC campaign against examination malpractice.

Ho₃: Respondents does not significantly aware of the war against examination malpractices in Ebonyi State

REVIEW OF RELATED LITERATURE

Conceptual Review

In Nigeria, broadcasting as it is today is the handiwork of the British colonial masters who established a radio relay station in conjunction with Overseas Rediffusion Company in 1932. Whatever their motif was then, the fact remains that this was the beginning of Nigeria's journey into the broadcasting world. Udejah, (2014, p.9) noted that broadcast distribution continued in Nigeria until 1951 when wireless broadcasting was introduced and the Nigerian Broadcasting Service was born. The history of television broadcasting in Nigeria was remarkable as Nigeria pioneered television broadcasting in Africa in 1959. This ultimately makes Nigeria a major player in broadcasting in Africa cum the world. Through Decree 38 as amended to Decree 55 of 1999, the National Broadcasting Commission (NBC) was established in 1992 with the responsibility of regulating and deregulating the broadcast industry in Nigeria (Udejah, 2014, p.14). The establishment of the National Broadcasting Commission gave birth to private radio

stations. These radio stations came as change agents to the broadcast industry in Nigeria for they brought tremendous changes to the broadcasting landscape of Nigeria.

Despite the successes recorded in the broadcast industry through the deregulation law, Nigeria remains one of the emerging giants of the developing countries that are yet to take broadcasting to the rural people through the establishment of community radio stations. Even though various efforts and reports have been presented to the government (Opubor Report) on the need to establish community radio in Nigeria, the situation seems not to be improving. Although the government have started issuing licenses for campus radio which is also in the class of community radio, the issue however is that for there to be a community radio system as obtainable in countries where it is being practiced (South Africa, Malawi, India, etc), Ojebode (nd) proposes that a community-friendly licensing regime for community radio must be pursued, a clear delineation between community radio and campus radio must be drawn as the later seems to be given more emphasis to the detriment of the former, a clear-cut community radio policy that safeguards it from hijack and abuse must be drawn and that there should be a re-presentation of the Opubor Committee report.

Community Radio Defined

Different scholars have given different definitions of community radio' but most seem to agree on factors like geographical areas, popular participation in the making of programmes and ensuring their voices are heard, the venture is not for profit-making through commercials and involvement of volunteers in running the programmes with only a handful of permanently employed staff. Predominantly referred to as community radio in Africa and the Caribbean, the term alternative radio is used in Latin America and the United States. In Europe, it is known as free or association radio'and in Australia it is called ethnic or aboriginal radio'. More recently, Rodriguez (2010) coined the term citizens'media in an attempt to overcome binary categories traditionally used to theorize alternative media. While used widely, the term —alternativell suggests its own lesser relationship to dominant media. British theorist John Downing (2001) prefers the term radical media to refer to any small-scale media that express views alternative to hegemonic perspectives. The African Charter of Broadcasting, Windhoek 2001, defines community broadcasting as broadcasting which is for, by and about the community, whose ownership and management is, representative of the community that pursues a social development agenda and which is non-profit. Tabing's (2012, p.11) definition does not differ from the above as he points out that a community radio station is one operated in the community, for the community, about the community and by the community. The definition clarifies that community radio can be territorial or geographical – township, village, district or island. It can also be a group of people with common interests, who are not necessarily living in one defined territory. Community radio is thus summarised by the above author that, it should be managed or controlled by one group, by combined groups, or of people such as women, children, fishing folk, ethnic groups, or senior citizens. Community radio should also be accessible and be neither the expression of the political power nor the expression of the capitalist. It should continue to be

controlled democratically by the population it serves on the bases of non-commercial relationship with its audiences. The mission of community radio should be group development as it informs, motivates discussion, entertains and broadcasts music and poetry that regenerate the collective soul, (Serves, 2017, p.260).

Community radio is also defined as a type of radio service that caters for the interests of a certain area, broadcasting material that is popular to a local audience but is overlooked by more powerful broadcast groups. The term has somewhat different meanings in the United Kingdom (UK), the United States (US), Canada and Australia. In the UK, it originated in the many illegal pirate stations that came from the influx of Afro-Caribbean migrants into London, Birmingham, Bristol and Manchester in the 1970s (The Wikipedia Free Encyclopaedia 2015). Therefore, community radio remains largely synonymous with pirate radio for people in the UK. In America, community radio is more commonly non-profit and non-commercial, often using licensed class DFM band transmitters, although pirate radio outlets have been operated in many places. Canadian and Australian community stations operate somewhat similar to their American counterparts. Community radio should have the aspects of non-profit making, community ownership and control as well as community participation. Michel Delorme, a former AMARC president, states that community radio is neither the expression of political power nor the expression of the capitalist. It is the expression of the population. It is a third voice between state radio and private commercial radio. Community radio is an act of participation in the process of community creation. Howley (2015, p.34) refers to community media as grassroot or locally oriented media access initiatives predicated on a profound sense of dissatisfaction with mainstream media form and content, dedicated to free expression and participatory democracy and committed to enhancing community relations and promoting community solidarity.

Kasoma (2012, p.22) defines community radio as a sound broadcasting station that serves a specific section of a society known as a community, which is a collection of people, usually living in the same area, with common interests that include having a common history, traditions and cultural background. Macedo (2017) and Rennie (2016) all define community media as that which allow for access and participation in programme making by members of the community with non-profit and owned by or accountable to the community that they seek to serve. The Civil Society Plenary of Geneva paper (2013) describes community media as independent, community-driven and civil society-based institutions with a particular role to play in facilitating or enhancing access to and participation in all information, especially for the poorest and most marginalized communities. Community broadcasting helps people accumulate and integrate knowledge that they can use to make decisions. It involves people in the community in the generation, processing, dissemination, utilization and evaluation of information. This is based on the assumption that the rural people are not only the recipients of development efforts but are also the pioneers/initiators of development as well. The overall philosophy of community broadcasting is, therefore, the dynamic involvement of people in the use of radio to facilitate and

speed up human development. It is also a form of people's participation and people's empowerment.

Malpractice is defined as any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an unfair advantage or able frequently, to place a candidate at a disadvantage. Malpractice therefore introduces inequities into the examination system. In some examinations, the level of malpractice is so high that it seriously undermines the credibility of the examination system.

The following are some identified forms of examinations malpractice:

- **Leakage:** This means that the content of examination or part of it is disclosed prior to taking the examination. Usually it involves one or more of the following: staff members of the examination authorities, printers, proof readers, messengers, personal to develop the papers(setters) or to determine its suitability(moderators) and school administrators.
- **Impersonation:** An individual who is not registered as a candidate takes the place of one that is registered. Usually this involves collusion between the chief examiner and the examination supervisor. It frequently involves tertiary institutions students taking the test for monetary reward or a favour for a girl friend or boy friend. Sometimes young employees are coerced to take the examination in place of the rightful examinee.
- **External Assistance:** Individuals who are not examination candidates giving unauthorized assistance to candidates. Usually this involves invigilators (exam room supervisors) dictating answers, writing answers on the black boards, calculating sheets of worked out answers during the course of the examinations or acting as couriers of materials into the examination center. In some instance entering helpers here used phones or broadcast answers.
- **Smuggling of foreign materials:** This is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g. note books, crib notes, charts and answers) into the examination hall. Material is frequently smuggled in pants, shoes, hems and bras or information is written on parts of the body.
- **Copying:** Reproduction of another candidate work with or without permissions.
- **Collusion:** Unauthorized passing of information between candidates usually by exchanging notes or scripts. Usually involves only the candidate but can be facilitated by inadequate spacing between desks and lax supervision.
- **Intimidation:** Examinations official including supervisors and makers of papers are physically threatened. Usually involves people seeking support for individual candidates. Candidates here also placed weapons in clear view of supervisors to intimidate them. Substitution of scripts, replacing answer sheets handed out during the course of examination. Usually involves examination office officials, invigilators and some teachers working outside the examination room.
- **Improper Assignment:** Deliberate placing of candidate in centers under the supervising of corrupt officials. This is perpetrated by examination officers and examination officials of ministries of Education and representatives of examination bodies.

- **Ghost Centers:** Fictitious examination centers. This is established by corrupt examination officials where candidates can complete the examination with the support of helpers and without supervision.
- **Makers Malpractice:** Deliberate alteration of marks designed to inflate or deflate a candidate's original mark. This can be initiated by examination officials, by candidates (making contract with the makers) or making contracts with the candidates.
- **Awards and Certification:** Deliberate alteration of. In the past usually confined to examinations officials but in more recent years include printers and candidates with high level of skills in technology.

Causes of Examination Malpractice

The idea that, in the Nigerian Education certificate is most important than the skills to deliver is what prompted most students into malpractice so as to have the required certificate to be there. Therefore, the following could be advanced as reasons why we have examination malpractice in our educational system:

- **High Stakes of Examinations:** Success in an examination can have profound, immediate and long term impact on a candidates life. In many developing countries like Nigeria, examination success and secondary school graduation represents the whole avenue for poor students to secure a non menial job. Many parents are seen to resort to various corrupt practices to ensure that there children "PASS" the public examination.
- **Teacher and School Status:** In many instance, teachers and school reputations depends on the success of students in public examinations, this is particularly true where official or un-official school position in external examinations are published. There is also the problem of prizes awarded to wining schools or individual subject teachers which triggers malpractice from both school administrators and teachers.
- **Personality Disposition:** Some students are more prone to cheating than others, because they are either lazy or dubious.
- **Desire of some parents to place their children:** Some parents would blindly want their children to get into lucrative courses like medicine, accountancy, etc. as such would collide with any person who can at all cost get their children the required credits.
- **Inadequate school facilities and Teachers:** Textbooks shortages, inadequate teacher training, teacher absence from work, teacher lacking subject matter competency, strikes and frequent schools closure are common features of education in developing countries like ours. Parents and students may perceive conditions of learning to be so inadequate that they have little option than the resort to unfair means to increase the likelihood that the student will pass the examination.
- **Inadequacies of the Examinations:** Where the standard aimed at is too high or obscure, teachers and students may lose confidence in their abilities to master the material. In such instance, students may resort to smuggling materials such as textbooks and notes in the examinations room.

- **Location of Examination centers:** Remote centers tend to receive materials in advance, thus increasing the opportunity of gaining access to examination papers. Due to distance or remoteness of the centers, proper supervision cannot be done as such any corrupt practice can be committed.

- **Low Salary Levels:** Salary levels of teachers, examination officials and examination supervisors are frequently below the poverty line. In such instance bribes from parents may prove irresistible.

- **Respect for Certificate:** The society regards possession of certificate as Alfa and Omega where an individual is only recognized if he possesses a certain certificate built professionals skills are not recognized.

- **Threats and Intimidation from Parents:** Parents especially of wards from private schools and specialized schools, threaten proprietors of withdrawal of children or closure of schools in their children do not make excellent results

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Consequences of Examination

The consequences of examination malpractice both to education and the society will be catastrophic in the long run candidates/students who would ordinarily be working hard to pass examination will now depend on quack arrangement. Since such arrangements rarely failed. Then the fraud or malpractice may eventually be seen as a way of academic exercise. The candidates produced in this manner will grow into adults and teachers or examinations officials who will not see anything wrong with such sophisticated and high class examination fraud thus defeating the goals of education by turning out certificated illiterates.

Examination malpractice increases lack of confidence among students. Students who would have ordinarily passed an examination feel disappointed and loss of confidence when less intelligent ones perform better than then through cheating, thus leading to loss of confidence in themselves and in the examination and the system at large.

Examinations malpractice may lure some students into others areas of misconducts such as prostitutions and or armed robbery, female students who lack money to fund external assistance or pay for scores may take prostitution while male may as well take stealing or armed robbery in a bid to make money to pay for scores.

Other general effects of examinations malpractice can be summarized as follows:

- The products of examinations malpractice are square pegs in round holes. They lack the required knowledge and experience to carry out their assignment and professional duties effectively.

- Examinations malpractice produce candidates with low moral and academic values.

- The products of examination malpractice always end up with unfulfilled dreams in their chosen career

- Examinations malpractice is a negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices.
- Anyone who engages in examinations malpractice is building on a false foundation which can led to serious professional errors.

Theoretical Framework

There is no doubt that in the minds of most Nigerians today, examination malpractice is considered a major social problem. There is also little doubt that the mass media have played a significant role in shaping public perception of the existence and magnitude of this problem and arousing public concern. Education has occupied the center-stage in the minds of most Nigerians. The benefits of education as exemplified by the pioneers of the nationalist struggles for Nigeria's political independence are landmarks in the evolution of modern Nigeria. In fact, the majority of this first generation educated elites were journalists who made effective use of the mass media to create awareness for and sustain the independence struggle.

The impact of the media in their crusade against the ills of society has been significant. In this regard, the media have been active in disseminating information on the negative effects of examination malpractices, stirring public interest, if not outrage at the growth rate of this menace. The impact of the media in this regard is significant in many respects. First, it is fundamental in terms of establishing the salience of an issue in the public mind by virtue of the issues it chooses to elevate or ignore.

Second, it plays a critical role in establishing the contexts for the public understanding of these issues by the way these issues are framed. Third, it plays an important long-term role in terms of the images cultivated over time (Edna Einsiedel, 1990). The first impact of the media has been described as the media's agenda setting power. Agenda setting, as is now well known, suggests that the way the media highlight or de-emphasize issues, affects public perceptions of the salience of these issues, in influencing what people think about. How these issues are framed also shapes the nature of the impact of the news stories. "Framing" is a concept describing media coverage in terms of macro- and microenvironment of news work (Tuckman, 1978). The former refers to the organizational values, routines and practices of news organizations that affect the news product, such as TV's dependence on visuals. Framing also occurs on a micro-level in terms of the employment of formulaic approaches to news presentation or processes, of news selection, source selection, news editing and stylistic patterns.

REASERCH METHODOLOGY

This study adopted a descriptive survey design. The survey study technique is adopted because according to Kerlinger (2005) when a research is concerned with individual or group opinion, the best method to adopt is survey design. Survey design enables researcher to make generalization regarding a research work using some selected sample of the total population of the study.

Population of the Study

The population of the study consisted of people living in Enugu state which is 171,600. This data is a 2018 projection of the National Population Commission, and was sourced from the commission's website.

Sample Size

The sample size which was randomly selected to form the respondents was used for the study. This was gotten from the total population; due to the fact that the whole population cannot be studied as a result of money and time constraint. To determine the sample size the formular is systematically applied.

$$n = \frac{N}{1+N(e)^2}$$

Where n = Sample size

N= Population size

e = Margin of error (Assumed)

$$\begin{aligned} n &= \frac{760}{1+760(0.05)^2} \\ &= \frac{760}{1+760(0.0025)} \\ &= \frac{760}{2} = 380 \end{aligned}$$

Sampling Technique

To effectively carry out this study, the researcher adopted the multi-stage sampling technique. This was done to break the study into measureable clusters with each level being in a stage. First, cluster technique was used to divide the population into seven clusters. The researcher deemed this necessary because the seven clusters represented the seven communities attacked by herdsmen on April 25, 2016.

Method of Data Collection

In the course of carrying out this study the data used were collected from two major sources, these sources are the primary sources and secondary sources

Primary sources: the information used in this primary data is collected from the copies of questionnaire administered. Also, interview was conducted in some cases.

Secondary sources: the secondary sources of data are made up of information collected from the already existing works both published and unpublished that have some degree of relevance to the subject under study. As a result the researcher obtained information from textbooks, past projects, academic journals and articles available libraries and the internet, and other reference materials in this field.

Method of Data Analysis

The researcher considered it best to use Tables and simple percentages for data analysis and presentation and charts, while simple descriptive analysis was used to infer meaning from the data in the table for analysis because in that way, the result would be easily understood by both everyone.

Data Presentation

Table 1: Questionnaire Distributed

Questionnaire	Frequency	Percentage
Number distributed	400	100%
Number returned	378	94.5%
Number not returned	10	2.5%
Number wrongly filled	12	3%
Total valid	400	100

Source: Field survey, 2021

From table 1 above, out of the 400 questionnaire items administered, 378, (94.5%) were returned, 10(2.5%) were not returned, 12(3%) were wrongly filled. Therefore, data presentation and analysis shall be based on the 378 total valid questionnaire copies.

Table 2: Age Distribution of the Respondents

Age (years)	Frequency	Percentage
18-30	67	17.7%
31-40	179	47.4%
41-50	102	26.9%
51 and above	30	8%
Total	378	100

Source: Field survey, 2021

Table 2 above shows that 67 (17.7%) are in between 18 - 30years, 179 (47.4%) are between 31-40 years, 102 (26.9%) are between 41-50 years while 30 (8%) are between 51 and above years. This means that majority of the respondents are between 31 years and above.

Table 3: Distribution of questionnaire based on the Occupational the Respondents

Occupation	Frequency	Percentage
Farming	83	21.9%
Trading	103	27.3%
Civil/Public service	165	43.7%
Others specify	27	7.1%
Total	378	100

Source: Field survey, 2021

From table 3 above, 83 (21.9%) of the respondents are farmers, 103 (27.3%) are traders, 165 (43.7%) are Civil/Public Servants, 27(7.1%) have other occupations. This shows that majority of the respondents are civil and public servants.

Table 4: Distribution of questionnaire based on Educational Qualification of the Respondents

Response	No of respondents	Percentage
FSLC	41	10.8%
SSCE	122 '	32.3%
NCE/OND	89	23.6%
B.Sc/HND and above	126	33.3%
Total	378	100

Source: Field survey, 2021

Table 4 above shows that 41 (10.8%) respondents have FSLC, 122 (32.3%) respondents have SSCE, 89(23.6%) respondents have between NCE and OND. 126 (33.3%) respondents have B.Sc/HND and above. This means that majority of the respondents have B.Sc/HND.

Thematic Analysis

Table 6: Do you have a radio set?

Options	No of Respondents	Percentage
Yes	239	63%
No	119	31%
Undecided	20	5%
Total	378	100

Source: Field survey, 2021

Table 7 above shows that 239 (63%) respondents accept that there have a radio set, 119 (31%) respondents answer no, that there don't have a radio set, 20 (5%) respondents are Undecided. This indicates that majority of the respondent strongly agree that they have a radio set.

Table 7: Do you listen to Educational programs?

Options	No of Respondents	Percentage
Yes	179	47%
No	159	42%
Undecided	40	11%
Total	378	100

Source: Field survey, 2021

Table 8 above shows that 179 (47 %) respondents listen to educational programs, 159 (42%) respondents answered no, that they don't listen to educational programs, 40 (11%) respondents were undecided, this shows that majority of the respondents listen to educational programs.

DISCUSSION OF FINDINGS

The researcher find out that 20 years were 17 in number representing 4% of the total respondents. 87 respondents are between the age of 21-40 years, which makes 22% of the total respondents. Those within the age range of 41-50 years are 153 in number representing 40% of the total respondents and 50 years and above are 125 in number representing 35% of the total respondents, that 76 people represent 50.7% of respondents strongly agreed that EBBC offers educational programme in Ebonyi State, that 90 people represent 60% of respondents strongly agreed that EBBC radio station able encourages students effect of examination malpractice in Ebonyi State, that 70 people represent 46.7% of respondent that EBBC fight against examination malpractices prove positive to the students in Ebonyi State.

Summary

This seminar gives the all summary of Examination malpractice as a social problem that has become a hard nut to crack. It is a hydra-headed problem that has defied all efforts geared towards its solution. Thus, any effort aimed at resolving the problem must deal with the root causes of the problem. Examination malpractice has been identified as a reflection of the high moral decadence in the Nigerian society. It is therefore advocated that sound moral values and development of right attitudes through effective teaching of moral education in schools be adopted.

CONCLUSION

Examination malpractice is an act or irregular manner of testing examiners contravenes the rules and conventions guiding the conduct of examinations. The causes could be attributed to the behaviour of examiners, parents and system. The consequences could be catastrophic to both education system would turn out the society certificated illiterates.

Recommendations

1. Sound educational policy should be put in place by Government with de-emphasis on the supremacy of certificates over skills and professional competence.
2. Appointment of supervisors of proven integrity and who are independent of the examinations centers.
3. The remuneration of invigilators and supervisors should be attractable that would not allow one to think of taking bribe to add to his earnings.
4. Ensure that only formally registered candidates sit for the examination.
5. Religious and community leaders should be used to intervene on parents who insist on their children getting the best result without genuine efforts for it.
6. Prohibit the use of electronic devices including cellular phones and IPADS
7. School teachers should be motivated and remunerated adequately and learning environment made friendly so that they can do their work satisfactorily and cover the syllabus before examinations.
8. There should frequent unannounced visits by officials of examination centers and erring centers should be punished.
9. The rigidity and timing of examinations should be reviewed in a such a way that when a student complained genuinely that he cannot write an examination another time suitable should be organized for him, this will eliminate the phobia of failure which may result in malpractice.

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