

**UTILIZATION OF E-LEARNING TO STRATEGIZE EXAMINATION
MALPRACTICE IN INSTITUTIONS OF HIGHER LEARNING IN NIGERIA: THE
MOXIE FOR STUDENTS POOR READING CULTURE**

Nworie Chinedu Ogiji

Abstract

This paper examines the extent of utilization of E-learning to strategize examination malpractices in institutions of higher learning in Nigeria and the ways by which it has encouraged the students to derail in active reading culture. 'E'- is a prefix used before another word to mean something that is done on or involves the internet (Longman, 2005). E-learning is the learning which involves electronic gadgets involving internet instruments or tools. This paper also illustrated on the agents responsible for examination malpractice. It looked into the advantages and disadvantages of the use of E-learning in teaching and learning vis-à-vis assessment of students/candidates using assessment resources. Recommendations were made to reposition the challenges prevalent in the use of e-learning as a model and modern in our educational system.

Learning is powered by 'E' prefix to stand as E-learning. E-, is a letter used before a word to mean something that is done on or involves the internet e.g. e-shopping, e-commerce (Longman, 2005). E-learning is the learning which involves electronic gadgets involving internet instruments or tools. E-learning is one of the teaching instruments which involves the use of web, internets, computers, film projectors, television sets, phonographs, tape recorders, cell phone among others.

Examination is spoken or written test of knowledge (Longman, 2005). Examination is organized and conducted by examiners from universities, colleges, secondary and primary schools, professional institutions, ministers, boards and parastals with the assistance of secondary examination agents such as security agents, data, computer operators etc. The major aim of examination is to test the students' knowledge or ability in a conducive and organized environment, devoid of fraud and malpractice.

Examination malpractice is an action or inaction, principally exhibited by students which militates against the use of examination in assessing the level of competence of candidates in absorbing, reproducing and where appropriate, applying knowledge (Doris, 2005).

Malpractice in examination occurs when the candidates err by not keeping to rules and regulations governing the conduct of examinations. Examination malpractice ranges from girafing into another person's work to leakage of question papers (Bloom, 1991).

Examination malpractice takes many forms. It can be executed through some of the following ways: use of web, cell phones, impersonation, leakage of examination questions and answers. Examination malpractice is a method or a situation where non-registered candidates stand in for a registered candidates who himself or herself absent from an examination or situation where examination

agents or officers collect money to do funny things during the conduct of the examinations. It can also be a process by which teachers or markers/exam officers collect money to influence students or candidates marks in the data base.

Means and Method of Examination

Malpractice

Sources and tools with which examination malpractice can be perpetrated abound in: communication transmission systems, word processing system, internal network and external network systems:

1. **Communication Transmission System:** Transmission systems transfer information user with speed and urgency required. Transmission equipments play key roles in multiple copying and distribution of information in the society. Examination material stored can easily be copied and transmitted to any user and or destination.

2. **Word Processing System:** A word processing system transforms the materials originated by the system into final product- the printed data forward it to its destination. The system embodies a series of operations that combines the three basic elements: in-puts, processing and out-put as well as they use (Okafor in Nwosu 1997, p.106). In this system, words stored in the data base are easily processed, copied and transformed to any desired person(s).

3. **Internal Network Systems:** It is a system which deals with inter-office or inter-departmental memoranda in paper forms, manuals standard practice instruction module, computer, media, data processing systems, cell phone reports and all the related official working papers. Official secrets are divulged when irresponsible officers/staff perform their

official duties. They also leak examination papers when they had been gratified by their customers.

4. **External Network System:** This is interaction between a business and outside world.

They are communications that are transmitted from one firm to another as well as to other receivers outside the firm (Okafor in Nwosu 1997, p.107).

The media used in this network are the telephone, teletype writer, the telegraph, data communications, business letter and traditional written media information from one organization or institution or body can quickly be transferred or communicated to the needy at any destination. Examination mal-practice can be executed using these mediums.

Agents of Examination Mal-practice

The monsters and agents that aid and abet examination mal-practice world wide are:

1. Fathers.
2. Mothers.
3. Teachers.
4. Principles of schools.
5. Examiners, Invigilators and Supervisors.
6. Security Agents.
7. Transporters/Drivers.
8. Gatemens and Clerks.
9. Examination Boards/Custodians of examination papers.
10. Typist, Printers and Computer/Data base operators.
11. Mercenaries, Boy friends and Girl friends.
12. Government, Educational Institutions and Communities laxs.

Examination candidates and accredited examination agents use cell phones (handset phones) in examination halls. These examination agents have made assessment tools invalid and certificate values made different from the knowledge status of the true owner.

Causes of Examination Mal-practice

Examination mal-practice has eaten deep into the Nigeria Education System. It is a cankerworm in the operations and implementation of education programmes. There are enumerable causes of the examination mal-practices in Nigeria Education System. The causes are hereby examined thus:

1. Attachment of Too Much Importance to Certificate:

Too much importance is attached to the possession of certificate in Nigeria, no matter the means by which it was gotten neither does skills and knowledge considered in valuing the acquired certificate by the government and or labour market. But the certificate in itself can be well, whereas the acclaimed owner is ever sick and bereaved of knowledge and skills with the warrant of suffering and making the labour force sicker than the possessor of the certificate. In Nigeria, certificate have become status symbols, once you have good certificate, you will be proud, respected, recognized and employed in either public service or private organizations/companies.

2. Lack of Spacious Examination Halls:

In most of our schools, there are inadequate examination halls to accommodate teaming candidates seeking to write examinations. When students are compacted in over-crowded examination halls, there will be unavowed tendency of the examination candidates to perpetrate mass cheating in the examination. Because he is in a favourable condition to help himself/herself as the students are jam packed, they have no alternative than to cheat in the examination.

3. Parental Background: The background of a student or child is mostly the determinant factor of the students' or child

behaviour outside the home. If the parents of a child or student is industrious and have adequate educational background, the child is bound to toe the ways of his/her parents by initiating them in his or her endeavors within and outside his/her home. Children or students with poor parental background, look at himself/herself as hopeless and as a result of his condition, take any risk to compensate himself/herself.

4. Over Trust on Internet: Most examination candidates trust browsing questions and answer from web and or internets or from their cell phones.

5. Inherent Laziness Among Youths: Laziness among some of our Nigerian Youths make them criminally minded as an alternative to hard working. They pay less attention to their studies. Their tendency of Laziness makes the youths not to develop interest to their reading their books to improve on their knowledge. When the brain is empty the student or candidate is totally empty of knowledge and cannot put down anything relevant during examination.

6. Parents' Interest: Parents often show interest in the progress of their children. But some parents abuse and contradict the interest when their children is about to write examination or is writing examination. They do everything possible for their children to cheat during examinations. They give their children financial support to make ways for their children to cheat and pass the examination. Some parents buy question papers before the examination from supervisors, invigilators and examination officers. They see examination as a do or die affair. They regard failure in examination as shameful and disgrace to their family.

7. **Poor Quality Teachers and Method of Teaching:** A teacher is one who is more knowledgeable than the learners. There exist professional and non-professional teachers. The professional teachers have professional certificate in education while the non-professional teachers are auxiliary teachers who have no professional certificate. Poor quality teacher and poor method of teaching, make learning very hard, slow, poor and incomprehensible. A well trained teacher, beget well trained, disciplined and responsible students, devoid of deviant behaviours within and outside school environment. When students have nothing in their brain they indulge in examination mal-practice and other social vices.

8. **Teachers' Attitude:** Teachers attitude affect the conduct of examinations. Teacher attitude can be negative or positive. The conduct of successful and hitch free examination, devoid of cheats and mal-practices depends on the attitudes of teachers towards the examination. Teachers master mind examination mal-practices. They aid, abet and negotiate for examination mal-practice. Disciplined teachers, beget disciplined students.

9. **Peer Group Influence:** Some students or candidate who share things and thoughts with their peer group behave alike and have no time for what their peer has no time for. Some of the peer group members do not attend to classes to learn. They cause trouble and distract the attention of other students who are serious to learn. They often engage themselves in playing games in their cell phones, computer, and website/internets. They force teachers and or examiners to release examination question papers and allow them to do anything they like during examination.

10. **Poor Reading Culture:** Some students are not ready to read, but ready to sit for examination with empty brain. Poor reading culture has been in vogue in our education system, immediately after the Nigeria independence in 1960. Lack of adequate library services contribute immensely to poor reading culture which is one of the primary causes of examination mal-practice.

11. **Quest for Material Gains:** Teacher education in tertiary institutions have succumbed to the allurements of materialism and unprofessional conduct of teachers in other areas of academic discipline so that bribery, exploitation, examination mal-practices, sexual harassment, lateness to classes, truancy, unseriousness and other vices are as rampant in the faculties of education or NCE Colleges of Education (Ocho 2005, p.235).

The major focus and interest of our Nigerian teachers is to make money and not to make a name, it is on this ground that students focus more on getting money to pay to teachers, invigilators, examiners and supervisors of examinations to enable them help them scale through the examinations. The syndicate teachers take examination malpractice as a good business for them to improve on their financial status.

12. **Laxness of Examination Boards/Agents:** Carelessness, insecurity, incompetence and mal-proposed examination Boards/Agents during setting, typing and printing of examination papers, make ways very easy for examination question papers to be leaked by some of the staff of examination Boards. Some of these examination Boards are West African Examination Council (WAEC); National Examination Council (NECO), Ministries Of Education (NOE), Education Development Centres (EDC), Universal Basic Education Commission (UBEC), state Universal

Utilization of E-Learning to Strategize Examination Malpractice In Institutions of Higher Learning in Nigeria: The Moxie for Students Poor Reading Culture

Basic Education Board (SUBEB), Joint Admission and Matriculation Board (JAMB), Tertiary Primary and Secondary Institutions, State Secondary School Education Boards (SSEB). These examination Boards, commissions, parastals and agents contribute up to 95% causes to the mess of examination malpractices across board. The personnels in these examination bodies or commissions give rooms to laxity which the examination malpractice syndicates, students/candidates and customers utilize effectively to the determinant of the objectives and set goals in the National Policy on Education (NPE, 2004) for the implementation of education in Nigeria. Examination officers, invigilators, personnels and supervisors allow examination candidates to use GSM cell phones wherein the examination questions and answers are loaded. In 2000, Joint Admission and Matriculation Board Examination (JAMB), candidates were caught in examination centres for forgery and impersonation. Even in the year 2006, during JAMB examination, it was reported that the results of many candidates were cancelled because of malpractices (Eluu, 2007).

Strategies Adopted for Examination Malpractice

Several strategies are prevalent in schools, college tertiary institutions and examination bodies which are adopted by students or candidates syndicates, supervisors, invigilators, parents/guardians of students/candidates, and examiners etc. many educationist and the general public have reacted to this ugly situations for a change from the examination malpractice trends in Nigeria and world wide to sanitizes and boost academic performance in Education industry.

The highly organized examination syndicates specialize in obtaining examination papers and selling them to candidates (Ama, 1991). Those who see failure in school

examination is seen as a failure in life, in a country like Nigeria wherein credible certificate tends to be seen by pupils/students, parents, schools, and the general public as vital for success, adopt e-strategies and any other possible means to get a credible certificate to avert being regarded as a failure in the society.

The strategies employed by parties or partners and examination malpractice saga are:

1. Use of GSM/Handsets and calculators to store solutions/answers to examination questions.
2. Students/examination candidates copy from already prepared/written answers by other students/candidates.
3. Impersonation in the examination halls or examination by proxy.
4. Substitution of answer scripts.
5. Continues assessment mal-practice witty and unwitting abuse of continuous assessment records.
6. Circulation of prepared question answers to students manually and through cell phones.
7. Provision of written answers by examination officers, invigilation and supervisors.
8. Bring into examinations halls, fire arms and dangerous weapons to intimidate exam officers and fellow candidates to allow them copy their work.
9. Snatching answer scripts from another students/candidates.
10. Assault and intimidation of invigilators during examinations.
11. Disobeying the invigilators/supervisors.
12. Delay and or refusal to submit answer scripts after examination to invigilators.
13. Exchanging question papers with other students.
14. Exchanging answer scripts with another students.

15. Displaying or exposing ones answered scripts for other students copy into their own scripts.
16. Girafing at another student's works.
17. Creating and causing disturbance in the examination hall in other to make people to panic which can create a good condition for students/candidates to engage in mass cheating in the examination.
18. Use of fowl and embarrassing languages on the invigilators or examiners to keep them away from the perpetrators.
19. Staging discussions with another candidate with the intent to cheat during an examination.
20. Use of modem and internet resources to copy questions and answers and from the examination data base.
21. Copy relevant examination materials on the tie, palm or any other part of the body.

Advantages of E-Learning

E-learning has various advantages which advertise its aims and objective. The advantages are:

1. There is increase in consistency especially when learning has captured and delivered by technology.
2. Learning time or period is reduced.
3. The increase consistency in learning through web increase retention.
4. Users are engaged with motivating and stimulating content.
5. Consistent reinforcement increases learning motives.
6. It gives room for collaborative learning.
7. The learner learns when he needed.
8. Accessibility to learn ever exist.
9. It accommodates various learning style.
10. It provide for self paced instructions.

11. It also provide for individualized instruction for learners based on extra practice.
12. Learners interest are tracked, drawing provided proof of the learners work and skills acquired.
13. Observation is enhanced in E-learning.

Disadvantages of E-Learning

In every advantaged thing, there is a disadvantage. E-learning has some disadvantages that have to be looked into, to make the best model. The disadvantages are:

1. E-learning adopts one way method which does not consider content, instructional objectives, instructional technique, entry behaviour, set induction, lesson procedure/development, evaluation, chalk board summary and assignment among other features of lesson plan.
2. It is too costly intensive and capital oriented.
3. Many people cannot have accesses to e-learning resources materials especially in the rural areas.
4. De-facto interactions does not exist or practiced in e-learning
5. Wholly depended on technology.
6. Learners are passive participant because learners do not participate actively.
7. Instructional resources are not used to make the learning more interesting and appreciative.
8. It does not give room to the teacher to explore the knowledge of the learner.
9. Previous knowledge of the learner are not effectively linked with the new instruction (lesson).
10. Disadvantages and or sharing of ideas at a low rate.
11. Some teaching methods cannot be used such as play way method, field trip/excursion etc.
12. The chance of questioning is limited.

13. The user of e-learning instructional resources dominates the resources.
14. Psychomotor Domain is not effectively utilized.
15. Teaching and learning are not effectively reflected or demonstrated.

Conclusion

E-learning is a new technique which uses teaching machines such as internets, web, hi-technology modem, computer, projectors, cell phones to teach the users. These teaching machines are digitized, but not as perfect as human beings actions. There exist many lapses in the use of e-learning resources. Among the lapses is that, data and examination materials from the e-learning resources can easily be accessed and transferred to peoples outside the environment of the original user.

Situations in which the highest security risks are likely to occur are:

- i. Before the examination when drafting and proof reading the examinations.
- ii. At the examination-impersonation, collusion, copying and use of cheat notes.
- iii. Between examination and certificate-when marks may be altered.
- iv. Custody of certificates-theft, alteration and forgery are problems to be anticipated (Ipaye 1992, p.305).

These instructional media, present materials to the student and when successful, make it so clear and interesting that the student learns. These media do not teach as the teacher does. In other words, they do not provide the inter-change between teacher and student in the classroom (Ike and Iwu 2001, p.67).

Real teaching and learning are not effectively reflected because there is room for a change of response or feedback when questions are asked by the user/learner. Psychomotor domain is not effectively utilized, because e-

learning concentrate much in observation on the screen.

E-learning resources are used by enumerable students or examination candidates to copy and transfer examination questions and answers as a result of the improprieties and impediments arising from the use of internet resources for teaching and learning. Though, it has some advantages, the use of the e-learning resources have to be perfected by examination officers, agents and security officers who have to sit up and avert compromising their positions for financial gains. These improprieties cannot be condoned by the general public while working toward exterminating the trend of examination malpractice in our education sector to restore the best and perfect academic practice now and in future for better development of our society.

Recommendations

Having observed the conduct of various internal and external examinations schools and tertiary institutions, need to devise means of remedying the situation. To curb the excess of the prevalent trends of examination mal-practices in Nigeria, stringent measures have to be employed at all level of education, in order to reduce examination mal-practice to negligible degree, the following measures have to be adopted:

1. Child-Driven Learning Environment (CDLE) to be established.
2. Employment tools should be de-emphasized from certificate to aptitude performance test.
3. Parents should be made to sign undertaking not to aid and abet examination mal-practice or give financial or physical support to their children during examinations.
4. Spacious and enough examination halls should be made available before the plan for any examination.

5. Use of GSM gadgets/cell phones during school hours and examination periods should be banned in schools and outlawed in tertiary institutions.
6. Government should employ the services of quality and disciplined teachers.
7. secret societies/cultism should not be allowed to exist in schools
8. Students/examination candidates should be grouped at the 30 or 50 candidates per invigilator.
9. Examination Boards or Agents should be prudent and security conscious while handling examination matters.
10. Teachers caught in the act of examination mal-practice should face serious sanctions such as demotion or dismissal from service among other sanctions.
11. Parents should reduce their interest on their children acquisition of certificate by all means, especially through cheats.
12. Stipends/allowance of all cadres of examiners, supervisors and invigilators should be reviewed upward at 100% or more, to minimize quest for more money.
13. Prosecution and immurement of students caught involved in examination mal-practices.
14. Parents who appear physically in the environment where examination is being conducted, with ulterior motive of aiding or abetting examination mal-practice, should be arrested and prosecuted along with his child in the school.
15. Law makers should legislate on the issues bothering on examination mal-practice.
16. The services of security agents should be effectively utilized.
17. Examination halls should be properly arranged twenty-four (24) hours before the examination.
18. Government should introduce the use of video to cover all the deals and activities surrounding the conduct of examination in Nigeria schools.
19. Competency and or intelligent test should be conducted by employers of labour for the applications to determine the validity and value of every certificate in use in the organization.
20. Names of examiners, supervisors and invigilators should not be published or made public in any manner until the examination day. And all examination officers, supervisors and invigilators should be deregularized by alternating the officers within a given period of time.
21. Time allocated to a course/subject during examination should be strictly adhered to by invigilators and supervisors at all times under normal circumstance.
22. Seminars or workshops should be organized for students by experts on good study habits, examination ethics, rules and regulations, reward for hard work, disadvantages of cheating several other misconducts or unruly behaviours which affects the conduct of examinations.
23. Examination Mal-practice Decrease No. 33 or Act of parliament of 1999 of the Federal Republic of Nigeria. Should be effectively put into use, by prosecuting offenders.
24. Hi-tech tools, modem gadgets, internets/webs, computers and data base used for examination activities and duties should be regulated and strictly secured, guided, protected and operated under guard when needed.

It is my strong belief that if government, education managers and administrators, examination officers, invigilators supervisors, security agents and all concerned to adopt my propounded remedies to out law examination mal-practices in Nigeria Education System, the

Utilization of E-Learning to Strategize Examination Malpractice In Institutions of Higher Learning in Nigeria: The Moxie for Students Poor Reading Culture

trends of examination mal-practice will be curbed and zeroed in Nigeria and even world

over. There may still be other things that have to be done to remedy the inherent trend of examination malpractices in Nigeria.

References

Ocho, L.O. (2005). *Issued and concerns in Education and life*. Enugu: Institute for Development Studies.

Ike Onyechere. (1996). *Examination Ethics Hand book*. Lagos: Potomac Books.

Okafor, A.N. & Nwosu B.O. (1997). *Management, an Introductory Survey*. Owerri: CIDA organizations, A Division of Hi-tech (W-A) Ltd.

Doris N, U. (2001). *Tertiary Institutions in Nigeria*. Enugu: Pan-Africa Publishers.
<http://grayharriman.com/e-learning>. 10th May, 2012.

Ama, O. (1991). Enforcing Examination Mal-practice law. *Daily Star*, May, 16th p.6.

Eluu, P. (2007). *Contemporary Issues in Nigeria Education and Development*. Enugu: Sam & Star Group Company.

Federal Government of Nigeria. (1999). *Examination Malpractice Decree No. 33*. Lagos: Federal Government Press.

Lpaye, B. (1992). *Examination in Nigeria past, present and future*. Lagos: Macmillan Nigeria Publishers Ltd.

Federal Government of Nigeria. (2004). *National Policy on Education*. Lagos: NERDC Press.

Bloom, B.S. (1991). *Expo 1977*. London: Heinemann Publishing Company Ltd

Longman. (2005). *Dictionary of Contemporary English*. Lagos: Macmillan Nigeria Publishers Ltd.

Nworie Chinedu Ogiji

***Department of Primary Education Studies,
Ebonyi State College of Education,
Ikwo.***