ISSUE ON EXAMINATION MALPRACTICE RELATED TO FIRST DEGREE EXAMINATION

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Abstract

The study set out to investigate three variables. These were the types of examination malpractice students resort to, and frequency of these examination malpractices; the effects of heavy class population on teaching effectiveness and whether this large class population influenced involvement of students in examination malpractice: Four hypotheses were tested using the chi-square method of data analysis. The population for the study was drawn from the 14,000 students at the various levels in the Delta State University Abraka. A sample of 220 students were used. At the end of this work all the four hypothesis were rejected. Arising from the result from this study, recommendations were made, which if implemented would have far reaching effects in reducing or eliminating examination malpractices.

Certain issues have been of concern to the educational sectors in Nigeria Universities. These have been the rate of occurrence of certain types of examination malpractices, the influence of teaching effectiveness as it affects examination malpractice and whether class population during teaching and examination have relationship with examination malpractice. These issues are important to the educational system in Nigeria. This study investigated these issues so that the Nigeria educational system can have a direction in the actions towards finding solutions to the problems of examination malpractices. The most used types of examination malpractices shall be investigated in relation to the occurrence of other types. The study also investigated whether teaching effectiveness can be influence by class population especially when there is heavy population and whether heavy population during examination brings about examination malpractices.

Purpose of Study

The purpose of the study was to find out the types of examination malpractices that are most commonly resorted to by students, the effects of class population on teaching effectiveness and whether heavy class population encouraged examination malpractice.

Hypotheses

Four hypotheses were formulated to guide the study.

Hypothesis 1: There is no significant difference in the types of examination malpractices that are resorted to by students at the University examinations.

Hypothesis 2: There is no significant difference in the rate of occurrence of the different types of examination malpractices resorted to by students at the university examinations.

Hypothesis 3: There is no significant relationship between teaching effectiveness and heavy class population in university classes.

Hypothesis 4: There is no significant difference between heavy populated and light populated classes in involvement in examination malpractice in university examinations.

Significance of the Study

The result of this study will give direction to institutions, government and establishments that want to find solutions to the problems of examination malpractices. If the most frequently used malpractices are identified, these bodies can direct their eradication efforts to them. If class population affect teaching effectiveness, and thus contribute to examination malpractice, then the universities and government educational authorities can make policies that will reduce the population of students in each class to a manageable number. The result of this research work will be of benefit and significance to our

examination planners and bodies that formulate and implement education and examination policies.

Review of Related Literature

The review of literature related to this study touch on the state of examination malpractice in Nigeria, the rate, mode of occurrence and frequency of occurrence in schools and universities and class population and its influence on teaching effectiveness as related to examination malpractices.

Nigeria is experiencing problems in the aspects of examination malpractice. Ogba (2004) states that the hydra-headed problem of examination malpractice is presently growing at an alarming rate and posing a serious threat to the nation's entire educational system. In a recent seminar at the University of Ibadan Nigeria. It was established that "examination malpractice is destroying Nigerian's image and in a stake holder's conference in Abuja Nigeria, Taiwo (2004) reported that the conference expressed worry over the collaboration of invigilators, supervisors, lecturers, specialized examination fraud syndicates, parent, guidance and officials entrusted with the responsibilities of conducting examinations. During that same conference, JAMB revealed some forms of malpractices categorized into pre, during and post examination malpractices. Jamb in the that same conference enumerated other forms of malpractices including procurement of question paper prior to the date of the examination, cheating while the examination is in progress, intimidation, copying another candidates answer with or without permission, collusion, intimidation, substitution of scripts and ghost centres, brining of unauthorized materials into the hall, and external assistance from individuals. Such individuals include invigilators, supervisors, and hired persons. Others include parents helping their children by hiring helpers. The Abuja stakeholders' conferences agree that examination bodies are involved. Osuji (2004) and Ogba (2004) also agree with these views.

On the aspect of teaching effectiveness in relation to examination malpractice, Kan-Dapaah (2004) suggests role-playing, Socratic intuition and small group work as effective teaching strategies.

Since examination malpractice became issue of concern in the Nigeria examination in both the secondary and tertiary institutions, the forms and shapes of it have become of various definitions. Wilayat (2009) defined examination malpractices as a deliberate wrong doing to place a candidate at an unfair advantage or disadvantage. He says that the malpractice has mainly contributed to the overall deterioration of standard. Olayenta (1998) defined examination malpractice as a corrupt practice and irregular behaviour exhibited by candidates or anybody charged with conduct of examination in or outside the examination hall before, during or after examination. These views of Olayinta were supported by Azinge 1998, Ahmed (1998) Shonekan 1998, and Ijaiye (1008).

In Nigeria, the forms of examination malpractices have been identified by Ogunu (1998) Twori (1999) Tmogie (1999) and Denga (1998) as follows: That these include collusion, impersonation, smuggling of answer samples and examination leakage. Others according to them include mass cheating, insult on examination officials irregular activities inside and outside examination hall and expo. Ugwu (2008) also identified contracting other people to write for candidates, leakage of answers and impersonation as forms of examination malpractice.

Adewale (2009) states that at the onset of western education in Nigeria, there was no examination malpractice. But that at the onset of Universal Primary Education (UPE) and the explosion of students that followed it, there was lack of preparation and poor staffing including poor classroom accommodation. That these resulted in decline of standard and teaching learning deterioration. Adewale says that in addition emphasis shifted to paper qualification. The result of this according to him was examination malpractice and students devised different methods of malpractices ranging from crude methods to giraffmg to such sophisticated ones as the use of electronic/calculators.

WAEC reports in 2000, 2001 and 2002 show that as many as 54, 679 out of 850, 479 (6.22%) of candidate were involved in malpractice. The situation started to grow worse since 1977 when foreign materials were brought into the halls, irregular activities inside and outside examination hall, collusion, personating, leakage, mass cheating, assault of supervisors and other were prevalent. In 2006, the national examination malpractice Index (EMI) indicated an increase of 7.2 from 6.9 in 2005,

which then meant that examination malpractice increased by a factor of 4.3 percent between 2005 and 2006.

At the Delta State University Abraka, there has been no year students were not rusticated for examination malpractice. Records indicate, that for each year, over a hundred students were rusticated, (Delta State University Bulletin January 2008). The Nigerian Tell Magazine, the vanguard, Tribune and the Nation daily papers have reported cases of examination malpractice in various universities in Nigeria (Tell No. 724 2008, vanguard No 73 2009, Tribune No. 07 2009}

The environment m which students stay, study and do their examinations have been seen to contribute to incidents of examination malpractice. Wilayat (2009) says that overcrowding, lack of enough space, poor sitting arrangement and lack of observation strategies in classroom and examination centres give rise to and encourage examination malpractices. Ijaiye (2008) and Wilayat (2009) recommend that adequate sitting

arrangement and apple space should be provided in classrooms and examination centres to forestall examination malpractice. In addition to the above recommendations, Nwana (2000) says that the environment in which children learn affect performance. That what goes on inside and outside the school affect the child education. He says that learning environment is a critical dimension of educational quality. Saying that the environment must help children learn; that this learning environment includes reasonable class size, so that teachers can teach all children and so all children can learn. He continued when he asserted that this promises quality learning environment which gives children time to think and space to create, as this ensures that the classroom and the school are safe, peaceful and orderly places where all children can spend the maximum amount of time on learning. Many researchers have found out the role of the teacher in examination malpractice. Wilayat (2009) says that the teachers role in examination malpractice include gross inadequate qualified teachers, lack of devotion to their profession, unawareness towards teaching learning objectives, not properly trained poor capacity building and not providing moral training to students.

Shonekan (1998) discussed the role of teachers and examination bodies as aids to examination malpractice. In his review in the National concord daily news paper (Tuesday, June 1998) he says that teachers help students to engage in examination malpractice by coaching them before examination and the changing of incorrect answers afterwards. According to him, this trend is being used by the schools involved to improve their position in the performance table which have become a key indicator for parents choosing a school for their children.

What are therefore the causes of examination malpractices in our schools and universities? Shonekan (1999) and Ijaiya (2005) see these as overcrowding in the school, inadequate qualified teachers and parental contribution such as parents paying for live papers and hiring people to sit for examination. This supports the views of Bunza (1993) who in addition included immorality in the wider society, inadequate supervision of teachers by inspector, poor teaching in schools and non completion off syllabus before examination and tying of promotion of teacher to success of candidates. Gbenedio (1993) had earlier identified other factors responsible for examination malpractices in Nigerian schools and universities. These include closure of schools, inadequate proper tutelage and poor teaching style, over-emphasis on examination and certificates and poor learning conditions. Others according to him include non-provision of extra-curricular activities, staff and students dysfunctional behaviour that could jeopardise the realization of set objectives. In his own contribution, Oyerikhua (2000) says that examination malpractices are caused by large population of students in class and in examination halls, that students are desperate, as do or die issue, laziness of students, syllabus in many subjects are wide and difficult for teachers to cover, or cannot be covered due to holidays, shift system and late resumption by students. Others according to him include inadequate preparation for examinations and corrupt invigilators. This view was corroborated by Annan (2005) in his view on causes and effects of examination malpractice.

From the above we can agree with Aina (1993) Mohammed (1993) Bunza 1993 that examination malpractice in Nigeria is traceable to the actions of parents and guardians, teachers, school heads, lazy students, government officials and institutions of learning.

Annan (2005) and Ugwu (2008) discussed the dangers and effects of examination malpractice. Ugwu says that examination malpractice may result in expulsion from school and university, family disgrace, pain of making restitutions, guilty conscience, incompetence in future

career, future disgrace and imprisonment. These ideas were supported by Ezenwile, Jerry, Obeka and Muga (2005). Annan (2005) stated the following as the dangers of examination malpractices. They include, that evaluation of knowledge becomes difficult and inadequate preparation for examinations. Annan (2005) suggested the following as ways of reducing examination malpractices which includes use of Christian groups, moral upbringing, verification of certificates of employees and seminars. Others include the acquisition of effective study habits, attending good coaching classes, determination on the parts of students never to be involved, seeing spiritual leaders when under pressures to be involved, double your efforts to success without examination malpractice and report examination officers that are corrupt.

Study Methodology

Research Design: The descriptive design was adopted. Specifically, it is a descriptive survey design. The design enables the researcher to collect data related to examination malpractice as experienced in the University.

Study Location: The study was carried out in the Delta State University Abraka, Ethiope East Local Government Area of Delta State. This formed the sample area of the study as the population and sampled subjects were located in this area.

Study Population: The study population was the entire fourteen thousand (14,000) students of the Delta

State University, Abraka. The sample for the study was 220 respondents randomly selected using the stratified sampling method. The research instrument was questionnaire (Appendix 1). Each of the respondents was free to indicate more than one alternative as they felt appropriate.

Method of Data Collection: Data for the study was collected by the use of questionnaire. These were distributed to all the two hundred and twenty respondents. They were distributed by the researcher and collected by him in intact classes. This was done to ensure that no questionnaire was lost, and responses not influenced by other people's opinions. In order to ensure content validity, items on the questionnaire were drawn to cover the four hypothesis formulated to guide the study.

Method of Data analysis: The four hypotheses were tested using the chi-square method. This method of analysis is suitable for the descriptive study design. This is a study that involves the recording of behaviour that have been observed systematically. In addition, the study involves a measure of relationship. The research tested the data collected at 0.05 level of significant.

Presentation of Result

Hypothesis 1 (HoO: There is no significant difference in the types of examination malpractices that are resorted to by students at the university.

Summary of Chi-Square Analysis
Table 1

Types of malpractice	N	F	%	Calx^2	Alpha	Df	Crit. x^2	Value	Decision
Copy from students	220	180	81.8	103.61	0.05	5	11.070	Sig-	Reject Ho
Leaked questions	220	136	61.8						
Writing for candidate	220	164	71.5						
Teachers aiding students	220	90	40.0						
Invigilators abetting cheating	220	76	34.5						
Copy from home	220	60	27.2						

Hypothesis was tested at 0.05. The critical x^2 is lower than the calculated x^2.

The hypothesis is thus rejected. This means that different types of examination malpractices are resorted at the university examinations.

Hypothesis 2 (Ho$_2$)

There is no significant difference in the rate students use different types of examination malpractices at the university examinations.

Summary of Chi-Square Analysis
Table 2

Types of malpractice	N	F	%	Calx^2	Alpha	df	Crit.x^2	Value	Decision
Copy from students	220	172	78.1	116.22	0.05	5	11.07	Sig.	Rejected
Copy from home	220	52	23.6						
Leaked questions	220	45.4							
Writing for candidate	220	128	58.1						
Teachers aiding students	220	48	21. S						
Invigilators abetting cheating	220	32	14.5						

Hypothesis was tested at 0.05. The critical x^2 is lower than the calculated x^2. The hypothesis is thus rejected. This means that some of the types of examination malpractices are more resorted to than others among the university students.

Hypothesis 3 (HO$_3$): There is no significant relationship between teaching effectiveness and heavy class population at the university level.

Summary of chi-square Analysis Table 3

Responses	N •	F	J%	Calx^2	Alpha	df	Cril-x^2	Value	Decision
Yes	220	188	85.4	270.82	0.05	2	5.991	Sig.	Rejected
No	220	24	10.0						
Not Decided	220	8	8.6						

Hypothesis 3 was tested at 0.05. The critical x^2 is lower than the calculated x . The hypothesis is thus rejected. This means that heavy population adversely affect teaching effectiveness at the university level.

Hypothesis 4 (HO_4): There is no significant difference between heavy population in class and light population in involvement in examination malpractices.

Summary of chi-square Analysis Table 4

Responses	N	F	%	Calx^2	Alpha	df	Critx^2	Value	Decision
Yes	220	200	90.9	331.16	0.05	2	5.991	Sig.	Rejected
No	220	20	9.01						
Not Decided	220	-	-						

Hypothesis 4 was tested at 0.05. The critical x^2 was found to be significantly lower than the calculated x^2. The hypothesis was therefore rejected. This means that heavy population affects the occurrence of examination malpractices.

Summary of Findings

1. The research has shown that there are different types of examination malpractices that are used by students at the university. They include the following: copying from fellow students, writing for candidates, leaking question papers, teachers aiding students, invigilators abetting cheating and copying from home.
2. The second finding is that at the university degree levels, certain malpractices are much more resorted to by students. They rank in the following order: copying from fellow students, writing for candidates, leaking question papers, copying from home, teachers aiding students and invigilators abetting cheating.
3. The third finding of this study is that at the university degree level, there is less effective teaching when population is heavy.
4. The fourth finding is that when population is heavy in a class during examination, students resort to malpractices compared to when the population is not heavy. In each of these findings, the differences and relationship where significant.

Discussion of Results

It is evident that examination malpractices occur in the university. These are of different types. Ogunu (1997) Iwori (1993) Imogie (1993) and Denga and Denga (1998) in their various studies had found out this. This study thus agrees with their findings. Specifically this research identified smugly of answer scripts, examination leakage, mass cheating, insult on invigilators, activities inside and outside examination halls and expo as types of examination malpractices.

This research has also found out that some of these malpractices occur more frequently than others. Those that occur more frequently in the Delta State University include when students copy from others, writing for candidates, leakage of questions, and copying from home. There are others that are less frequent. In 2009 Adewale in his work stated that at the onset of Western "Education in Nigeria these malpractices were not as frequent as they are now. He gave the statistic on the increase of malpractice since year 2000 to 2002 as shown in WAEC yearly report.

There is also the finding on effective teaching as they affect examination malpractice. This work identified heavy population in class as a factor that leads to malpractices. This heavy population affects both teaching effectiveness and malpractice during examinations. Wilayat (2009) says that adequate sitting arrangement should be provided during examinations to discourage cheating. Ijaiya (2008) reviewed the place of overcrowding in class to cheating in examinations. Oyerikhua (2000) states that large population of students in class examination encourages malpractice. The researcher observed that heavy population during teaching and examination is rampant in the Delta State University and one is convinced that this is a major cause of frequent

examination malpractice in the university.

Implication of Findings

The finding of this research have certain usefulness that will help in the promotion of ways to minimize and eventually eliminate examination malpractices. So from the results got from the study the following measures for reducing the problems of examination malpractice may be taken.

a) Religious groups should be used to discourage examination malpractices. This can be done through moral instructions in Christian groups or Muslim religion groups in the university.

b) Employers of labour should verify the authenticity and validity of candidates applying for employment. This can be done through rigorous interviews and written tests before people are employed.

c) Students should acquire effective study skills and also attend good coaching classes. This should be a supplement to effective teaching in schools and universities. University teachers should be given study orientation in the class and during seminars and workshops.

d) Students should be educated on how to make determinations that they will never be involved in examination malpractice even when they are under presume to cheat. They should also be encouraged to report teachers or examination officers who are involved in encouraging students to be involved in examination malpractice.

e) Ministries of education should monitor schools during examinations. The university authorities should do the same. The Nigeria tribune news paper of 7th May, 2010 have agreed to these implications.

f) These study is important because of the dangers of examination malpractices. This is because of the fact that malpractice makes evaluation of knowledge become difficult, and results in

g) .

h) inadequate preparation for examination. These were the ideas of Annan (2005) that are

i) applicable to this study.

j) The implications of this study are vital because of the dangers examination malpractice pose to education. Malpractice makes evaluation of knowledge difficult, results in inadequate preparation for examinations and brings disgrace to the family. These ideas also agree with those of Annan (2005).

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Appendix 1

Issue on Examination Malpractice

This questionnaire wants to find out how much population of students on a particular class can influence the tendency for students to engage in Examination malpractice by students.

Tick where Appropriate

1.

Level of Education:

First degree

Post-graduate

2. **Gender:**

Male

Female

3.

5.

6.

7.

9.

You have done GCE or WAEC. How was the population in the examination hall?
Heavy ( )
Light ( )

What type of examination malpractice did you notice?
Copying from fellow students ( )
Copying from home ( )
Leaked question paper ( )
Writing for candidates ( )
Teachers aiding students ( )
Invigilator Abetting cheating ( )

You have done your first degree examinations. How was the population in your examination halls?
Heavy in relation to class space ( )
Light in relation to class space ( )

What type of examination malpractice did you notice?
Copying from fellow students space ( )
Copying from home ( )
Leaked question paper ( )
Writing for candidates ( )
Teachers aiding students ( )
Invigilator Abetting cheating ( )

You are now an undergraduate; how is the population of students in your class?
Heavy ( )
Light ( )

Do you think over population (if Heavy) affects students understanding of your lectures?
Yes . ( ) No ( )

Do you think that this heavy population affects the students' involvement in examination malpractices?
Yes ( ) No ( )