

**PERCEIVED FACTORS RESPONSIBLE FOR EXAMINATION
MALPRACTICE AMONG STUDENTS OF COLLEGES OF
EDUCATION IN KANO STATE, NIGERIA**

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ABSTRACT

The examination has been commonly accepted as the best means of assessment of students in our educational institutions. The examination is a formal test of the knowledge or ability of students. It is an instrument used for the assessment of individual skills and knowledge content, both in general and specific areas of study. Examination malpractice is also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. The hues and cries about examination malpractice taking place at all levels of the Nigerian educational system are nothing but a reflection of the decay in the value system of the society. Examination malpractice is a deliberate wrong-doing contrary to official examination rules and designed to place a candidate at an unfair advantage. Examination malpractices are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating. Examination malpractices are one of the challenges facing the educational system in Nigeria and are known to have existed for some time in Nigeria. The purpose of this study is to Assess the perceived factors responsible for examination malpractice among students of the College of Education in Kano, State Nigeria. One research question and research hypothesis were developed to guide the study. Survey Research Design was adopted for the study. A sample of 251 students was selected through a purposive sampling technique. A questionnaire titled "Factors Responsible for Examination Malpractices Questionnaire" (FREMPQ) was adopted. The data collected were analyzed using mean, standard deviation, independent t-test. The result of the study indicated that both male and female students are aware of the perceived factors responsible for examination malpractice in the College of Education in Kano, State Nigeria. Furthermore, the result of the study also revealed that there was no significant difference between male and female students on the perceived factors responsible for examination malpractice in the College of Education in Kano, State Nigeria.

Keywords: Factors, Responsible, Examination Malpractice

1.0 INTRODUCTION

The examination has been commonly accepted as the best means of assessment of students in our educational institutions. The examination is a formal test of knowledge or ability of students' (Felix, 2015). In fact, in a school setting, the examination is a means of evaluating the quantity and quality of knowledge a student has acquired within a specific period of time (Felix, 2015). Adekunle (2003) sees examination as an instrument used for the assessment of

individual skills and knowledge-content, both in general and specific areas of study. Through this means, teachers evaluate the extent to which the students have followed and understood learning experiences to which they have been exposed (Obidoa, Onyechi & Okere, 2013).

Examination malpractice is defined as any deliberate act of wrongdoing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice is also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners (Eneh & Eneh, 2014). This assertion is in consonance with Sooze (2004) defined examination malpractices as all unaccepted means that students use to pass examinations.

The hues and cries about examination malpractice taking place at all levels of the Nigerian educational system is nothing but a reflection of the decay in the value system of society, the Nigerian society is that which celebrates mediocrity and views cheating as being smart (Ushie & Ishanga, 2016). Examination malpractice has done a lot of harm to students since many of them have neglected their books with the hope of performing the magic they are used to in every examination. Examination malpractice in the Nigerian educational system has been widely discussed and viewed as a major challenge not only to examination bodies but to school administrators, the entire education system, the government, and the society at large (Ushie & Ishanga, 2016).

Examination malpractice is an unwholesome practice encapsulating different types of malicious means adopted by unserious students to cheat during examinations in order to score high marks and pass in the examinations (Adeoti, Yinusa, and Bamgbose, 2015). Examination malpractices compromise academic standards and as noted by Issa (2012), compromising standards is one sure way to mortgage, if not the present, certainly the future of a people and the nation.

According to Ugwu (2012), examination malpractice is a deliberate wrong-doing contrary to official examination rules and designed to place a candidate at an unfair advantage. Some Nigerian students cannot write examinations without involving themselves in one form of examination malpractices or the other. It comes in different forms, like the leakage of examination papers, impersonation, external assistance, revealing answers (using dictation, phones, and pagers) during examinations, copying or 'grafting' another candidate's work, inadequate spacing, lax supervision, and inflation of a candidate's original mark by those who grade the scripts (Ugwu, 2012).

The occurrences of examination malpractices had for long raised curiosity among the stakeholders in the educational system in Nigeria. Examination malpractice is sustained because of the individuals that are involved and the wide-ranging forms and expertise with which they are carried out (Omede, 2014). Parents, teachers, students, school administrators and the certificate oriented-nature of our society are all seen as factors working collaboratively either directly or indirectly to sustain this ill-practice (Omede, 2014).

The rate of this crime has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of illegal practice or another, (Nnam & Inah, 2015; Ojonemi, Enejoh, Enejoh & Olatunmibi, 2013). Examination malpractices are common everywhere and every examination season

witnesses the emergence of new and ingenious ways of cheating, (Nnam & Inah, 2015; Anzene, 2014; Ojonemi et al., 2013; Jimoh, 2009).

Examination malpractices are one of the challenges facing the educational system in Nigeria and are known to have existed for some time in Nigeria. It is a problem that is affecting educational credibility at all levels and in various types of examinations, whether internal or external examination. In Colleges of Education Kano State, there are rules and regulations guiding examination, and there is also sanction against any student that engages in examination malpractice, ranging from repeat or suspension from school.

Despite these disciplinary measures, students still engage in examination malpractices at different levels of their programs. Based on this basis the purpose of this study Assesses the perceived factors responsible for examination malpractice among students of the College of Education in Kano, State Nigeria.

Research Objectives: Assess the perceived factors responsible for examination malpractice among students of the College of Education in Kano, State Nigeria.

Research Question: What are the perceived factors responsible for examination malpractice among students of the College of Education in Kano, State Nigeria?

Research Hypothesis: There is no significant difference between male and female students on the perceived factors responsible for examination malpractice in the College of Education in Kano, State Nigeria.

Research Design: Survey Research Design was adopted for the study. The population of the study was 13752 students of the College of Education in Kano State, Nigeria, out of which a sample of 251 students was selected through a purposive sampling technique. A questionnaire titled "Factors Responsible for Examination Malpractices Questionnaire" (FREMPQ) was adopted and used as an instrument for data collection. The data collected were analyzed using mean, standard deviation, independent t-test.

2.0 RESULTS OF THE STUDY

Research Question 1: What are the perceived factors responsible for examination malpractice among students of the College of Education in Kano, State Nigeria?

Table 1: Perceived Factors Responsible for Examination Malpractice Among Students of College of Education in Kano, State Nigeria.

S/N	ITEMS	MEAN	SD	DECISION
1	Poor study habit	2.81	1.24	Accepted
2	Participation in cultism	3.18	1.34	Accepted
3	Engagement in night outing	3.19	1.28	Accepted
4	Substance abuse	2.74	1.42	Accepted
5	Indiscipline among students	2.96	1.33	Accepted
6	Non-implementation of the examination malpractices sanction	3.32	1.08	Accepted
7	Poor concentration during lectures	3.28	1.32	Accepted

8	Freedom of movement without restriction	2.90	1.31	Accepted
9	Living couple's life (male and female students sharing a room together)	3.23	1.26	Accepted
10	Poor attendance of lectures	3.13	1.14	Accepted
11	Inadequate preparation for the examination among students	3.16	1.31	Accepted
12	Desire of students to pass examination by all means	3.38	1.34	Accepted
13	Not spending reasonable time in school	3.65	1.15	Accepted
14	Leakages of question papers by lecturers	3.38	1.21	Accepted
15	Leakages of question paper by examination officer for the department	3.46	1.25	Accepted
16	Keeping bad company	3.08	1.30	Accepted
17	Staying away from school at will	2.93	1.29	Accepted
18	Poor assimilation of concept been taught	3.30	1.30	Accepted
19	Poor infrastructural facilities in the school	3.27	1.32	Accepted
20	Lack of teacher's commitment	3.35	1.31	Accepted
21	Unstable school calendar	2.81	1.38	Accepted
22	Inadequate teaching hours by lecturers	3.19	1.34	Accepted
23	Poor teaching method by lecturers	2.77	1.31	Accepted
24	Insufficient hours to use the school library	3.04	1.30	Accepted
25	Power failure during the examination period	2.93	1.29	Accepted
26	Lack of proper guidance for students	2.88	1.32	Accepted
27	Lack of effective supervision during the examination	3.05	1.37	Accepted
28	Aiding and abetting by invigilators in the examination hall	3.03	1.36	Accepted
29	Peer pressure	3.13	1.36	Accepted
30		2.98	1.39	Accepted
	Grand Mean	3.12		

Table 1 shows the result of Research Question 1 (What are the perceived factors responsible for examination malpractice among students of College of Education in Kano, State Nigeria?). From the results, it was revealed that all the items (1-30) are having a mean of above 2.50, which means that both male and female students are aware of the perceived factors responsible for examination malpractice in the College of Education in Kano, State Nigeria.

Research Hypothesis: There is no significant difference between male and female students on the perceived factors responsible for examination malpractice in the College of Education in Kano, State Nigeria.

Table 2: t-test of Difference between Male and Female on the Perceived Factors Responsible for Examination Malpractice in College of Education in Kano, State Nigeria

Gender	N	Mean	SD	T	Df	Sig (2-tailed)	Decision
Male	138	93.63	12.96	.15	249	.88	Ho ₁ Accepted
Female	113	93.41	9.28				
Total	251						

Table 2 between Male and Female on the Perceived Factors Responsible for Examination Malpractice in College of Education in Kano, State Nigeria. The mean score of male perceived factors Responsible for examination malpractice in the College of Education in Kano State, Nigeria (M=93.63, SD=12.86) was a little higher than that of female perceived factors responsible for examination Malpractice in College of Education in Kano, State Nigeria (M=93.41, SD=9.28). The mean difference between male and female students was 0.22 in good turn of male perceived factors responsible for examination malpractice in College of Education in Kano, State Nigeria. This is supported by $t(249) = .15, p = 0.88 > 0.05$; this implied that the perception of male students on factors responsible for examination malpractices is not significantly different from that of their female colleagues. The null hypothesis that stated no significant difference was accepted. Therefore, there is no significant difference between male and female students on the perceived factors responsible for examination malpractice in the College of Education in Kano, State Nigeria.

3.0 DISCUSSION OF FINDINGS

Discussions of findings are done based on the results of the present study. The result of the study indicated that both male and female students are aware of the perceived factors responsible for examination malpractice in the College of Education in Kano, State Nigeria. Furthermore, the result of the study also revealed that there was no significant difference between male and female students on the perceived factors responsible for examination malpractice in the College of Education in Kano, State Nigeria.

These results are not agreeing with that of Adeoti, Yinusa, and Bamgbose, (2015) perception of male students on factors responsible for examination malpractices is significantly different from that of their female counterparts.

4.0 CONCLUSION AND RECOMMENDATION

Based on the results of this study, it was concluded that there was a significant difference.

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