



EXAMINATION MALPRACTICE AND ADMINISTRATION OF SECONDARY SCHOOL IN THE FCT, ABUJA

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ABSTRACT

This main objective of this work was to determine the impact of examination malpractice on the administration of secondary schools in Nigeria. The study adopted cross-sectional survey technique and secondary sources of data, which means the research is an ex-post facto design. The theoretical framework of this study is deviant/control theory. However, the findings revealed that examination malpractice has several types and its scale and frequency of occurrence is worrisome. Therefore, the study concludes that examination malpractice has the capacity to disarticulate administrative machinery of secondary education in Nigeria. Finally, the study recommends among other things that adequate sanctions should be apportioned to perpetrators to serve as deterrent. Again, less emphasis should be placed on paper qualification instead of knowledge and competence.

Key words: Examination, Malpractice, Administration, Secondary, Schools.

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INTRODUCTION

Education has been widely recognized all over the world as the cornerstone of both human and capital development

of a nation. In this regard Emaikwu (2012) states that the more advanced nations of the world with their superlative and result oriented

qualitative education has become the unassailable parameters for human transformation, innovation and social change. Expectedly, education is meant to train the mind of its recipient for effective performance. It equips the individual with the necessary information needed for high level functioning within organizations and the society at large.

On the other hand, examination as part of evaluation which is meant to determine the learners' level of skill acquisition or intellectual competence and understanding is technically inseparable from education. This is because the efficacy and quality of an education system is usually determined through the performance of its products in an examination or a set of examinations. Babuje and Umaru (2012) state that in Nigeria, for instance, examination has become the fulcrum for determining promotion from one level to another and the acquisition of certificates, which

subsequently determine the future occupational career of a child. Little wonders Oyetunde (2004) stresses that examination exerts a powerful influence on the educational system and determine how far students can go in their academic pursuits and job aspirations.

Furthermore, effective examination acts as a feedback mechanism for the teacher to arrange, calculate and discharge further teaching. But when examination is replete with misconduct, the chance of the needed feedback is often remote. According to Duze (2011), a reality that cannot be ignored is that no matter how laudable, effective and lofty educational goals and curriculum are all efforts will amount to a nullity and wasteful exercise, if no regard is given to accurate and effective evaluation of learning and acquisition of skills. This invariably means that examination lies at the heart of academic activities; its natural tendency is to establish a

meritocracy which helps to determine status, placement or position. It must be noted that for examination to be valid and reliable, it has to be administered under conducive atmosphere where the examiners and examinees adhere strictly to the stipulated rules and regulations guiding such examination. However, one interfering variable in the administration of examination and the entire secondary school administration is examination malpractice.

Examination malpractice is a serious and endemic social problem. It poses a great threat to the credibility and integrity of any educational system if not well handled. According to Onokerhoraye (1993), it is an act or arrangement in which an examinee is programmed to derive illegal and illicit advantage over and above other candidates in respect of a given examination. It involves the use of unconventional behaviour or methods before, during and after examinations

to aid and obtain equivocal success in an examination. The ugly incidence of examination malpractice accounts for several qualifying examinations that are currently on-going in Nigeria such as post-university matriculation aptitude tests, job placement aptitude tests, etc. with a view to authenticating the earlier examinations hitherto taken by examinees, which directly or indirectly relegates the secondary education to the background.

Secondary school administration involves planning, organizing, directing, supervising, discipline, coordinating and evaluating of the activities of the school system. This idea agrees with Maicibi (2005) new POSDCORBE, which was fashioned out of Caullick's (1937) POSDCORB. Maicibi cleverly added "evaluation" because school system will not be complete without it. Consequently, if the administration of secondary school is interrupted or interfered with examination malpractice, the goals of

education could be affected and reports about student performance will be incorrect. In this regard, Omoregie (2005) lamented that a good number of products of today's secondary schools can neither usefully live in the society nor move into higher institutions without their parent's aid or forgery.

In the light of the above, a major concern here is that examination malpractice has the capacity to disarticulate the goals of school administration.

Examination malpractice has become a problematic topical issue under discourse in relation to education in Nigeria. The scale and frequency of occurrence is worrisome. For instance, in 2015 according to premium times of September 8, 2016, WAEC withheld 118,101 result over examination malpractice while the Sun newspaper of Saturday 6, 2016 reports that WAEC releases 2016 results with 137,295 being withheld over the same examination malpractice.

Consequently, the situation becomes even more excruciating when one considers the fact that in 2015, Nigeria was declared as having the highest cases of examination malpractice among the five member countries of West Africa Examination Council (WAEC), according to Eguridu who is the head, National Office of the Council. What a shame and embarrassment? In this regard, the views of Ojerinde (2010) that examination malpractice is fast becoming a culture in the Nigerian education scene continue to resonate in the minds of academia. Ipso facto, school authorities are even helpless in enforcing discipline or justifying the integrity of the certificates they award due to examination malpractice that has now been taken as a normal way of life by its perpetrators, which some times received the support of parents and guardians. In this regard, Onotume (1993), states that the unfortunate thing about the phenomenon of

examination malpractice is that those who engage in it believe that the end justifies the means.

At this junctures, it must be stressed that education cannot be an instrument par excellence for achieving national development if the secondary education is not effectively managed to accomplish its aims and objectives. Here lies the problem of examination malpractice especially as it affects administration of public secondary schools in Nigeria.

Objectives of the Study

Basically, the objectives of this study are to:

- i) Uncover the causes of Examination malpractice in Nigeria Secondary Schools:
- ii) Determine the impact of exam malpractice on school administration.
- iii) Ascertain the effects of examination malpractice on

the students and the society at large.

- iv) Identify ways of reducing the scourge of examination malpractice in Nigeria secondary schools.

Methodology

This paper mainly relied on the secondary source of data collection. Thus, the study is an ex-post facto design, which paves way for content analysis. Therefore, the study was based on library research – textbooks, magazines, commission reports, journals, Internet Services.

Theoretical Framework

In his differential association theory, Edwin Sutherland (1974) posited that criminals learn criminal and deviant behaviours and that deviance is not inherently a part of a particular individual's nature. When an individual's significant others (peer group) engage in deviant and/or criminal behaviour, criminal behaviour will be learned as a result to this exposure or interaction. Also, he argues that criminal behaviour is learned in the same way that all other behaviours are learned, meaning that the acquisition of criminal knowledge is not unique compared to the learning of other behaviours.

Sutherland outlined some very basic points in his theory, including the idea that the learning comes from the interactions between individuals and groups, using communication of symbols and ideas. When the symbols and ideas about deviation are much more favourable than unfavourable,

the individual tends to take a favourable view upon deviance and will resort to more of these behaviours.

In the same vein, control theory advances the proposition that weak bonds between the individual and society free people to deviate. By contrast, strong bonds make deviance costly. This theory asks why people refrain from deviant or criminal behaviour instead of why people commit deviant or criminal behaviour, according to Travis Hirschi (1990). The control theory developed when norms emerge to deter deviant behaviour. Without this "control", deviant behaviour would happen more often. This leads to conformity and groups. People will conform to a group when they believe they have more to gain from conformity than by deviance. If a strong bond is achieved there will be less chance of deviance than if a weak bond has occurred. Hirschi argued that a person follows the norms because they have a bond to

society. The bond consists of four positively correlated factors: opportunity, attachment, belief, and involvement. When any of these bonds are weakened or broken one is more likely to act in deviance.

In a nutshell, the two theories have helped to create an understanding of the nature, causes and remedy of deviant behaviours in the society. On the one hand, differential association theory explains that criminal or deviant behaviour are learned from exposure to interaction. On the other hand, the control theory posits that only strong bond (effective laws) can deter people from criminal or deviant behaviour. This means, examination malpractice can only be eliminated through the application of approved sanctions.

The Concept of Examination Malpractice

One of the major problems confronting our educational institutions in Nigeria

is Examination Malpractice. It is a cankerworm that has eaten deep into the fabric of the society and it has become so rampant among students in Nigerian Schools that many of them regard it as a normal way of life. Hassan (2003) stressed that Examination Malpractice is rated as one of the greatest problems that undermines the foundations of educational practice in Nigeria. For this reason, Maduabum (2015) defines examination malpractice as an improper act carried out before, during and after any examination by an examinee in order to obtain good result, which he or she does not merit. On their own part, Babuje and Umaru (2012) conceptualized malpractice in academics as the use of unconventional behaviour or methods to aid, assist and obtain desired success in an examination.

Eweniyi (2005) observes that Examination Malpractice has become one of the most highly pervasive social

problems in our educational system in Nigeria. According to him, the problem is almost destroying the credibility of the Nigerian educational system due to the intensity, level and the zeal with which people perpetuate the criminal act. Henry (2011) opines that it is a social evil that can damage the society to the extent of possibly leading to a failed state. Examination malpractice as a form of corruption and corrupt practices has crept into all levels of the educational enterprise in the country. Jega (2006) sees examination malpractice as any form of misbehavior that leads to the alteration or tampering with prescribed ways of conducting examination in any given system. It is any act of omission or commission that contravenes the rules and regulations of the examination and reliability of the tests and ultimately the integrity of the certificates issued.

Since more emphasis is now placed on certificates, examination has become

endangered with all kinds of malpractice. Salami (2008) sees malpractice as an improper and dishonest act associated with examination with a view of obtaining unmerited advantages. Students want to get good grades but not through the right means, thereby engaging in this unlawful act in and outside the examination hall, before, during and after such an examination.

Students know through learning, and examination has been seen to be a test of what has been learnt. Examination helps one to assess performance, it is also used to assess the teacher's ability to impart knowledge and bring about a change in behaviour of the learner. The phenomenon of examination malpractice seems to have increased by the large scale and shameful involvement of dishonest and greedy teachers, school heads, parents and all those who take part in examination administration (Ijaiya, 2005). The prominence assumed by this problem

in the school system has become a source of concern to stakeholders in the education industry. It has become normal that every examination season witnesses new and ingenious methods of cheating.

Recent Trends in Examination Malpractice

Over the years, the conduct of examinations by WAEC, NECO, and JAMB have been trailed with complaints of examination malpractices and various organizational, administrative and bureaucratic irregularities. These problems have become perennial and institutionalized and reflect a gradual decline on the quality of Nigeria’s educational system. In fact examination malpractice has attained a frightening, sophisticated proportion and has become so widespread that there is virtually no examination anywhere at all levels within and outside the former school system that has not experienced one form of

malpractice or the other. The incidences of examination malpractice are common everywhere and every examination season witnesses the emergence of new methods of cheating.

In 2006, the Federal Ministry of Education (FME) blacklisted and derecognized 324 secondary schools across the nation as centres for conducting public examination from 2007 to 2010 (Table 1)

Table 1: Examination Malpractice in Nigerian Secondary Schools

GEO-POLITICAL ZONE	NO. OF SCHOOLS INVOLVED	%
North-Central	54	16.6
North-East	08	2.5
North-West	12	3.6
South-East	48	14.8
South-South	116	36.0
South-West	86	26.5
Total	324	100.00

Source: Weekend Times, August 2007

Again the former Minister of Education, Ruqqayatu Ahmed Rufai, at her keynote address delivered at the National Examination Summit held in Abuja on the 24th May, 2010 presented an increasing trend in cases of examination malpractice in WAEC SSCE between 2005-2009 (Table 1). In addition, she reported that NECO in its 2009 November/December examination recorded malpractice cases of over 263,000 and over one million cases in the 2009 June/July schools examination.

TABLE 2: Candidates involved in malpractices cases in WAEC SSCE (2005-2016)

YEAR	NO. OF CANDIDATES INVOLVED	%
2005	73,050	6.86
2006	82,941	7.19
2007	74,734	5.97
2008	100,428	7.88
2009	118,608	8.74
2011	39,066	4.15

2012	49,289	5.34
2013	51,876	5.40
2015	118,101	8.60
2016	137,295	9.13

Source: keynote address delivered by former education minister.

Ruqqayatu, at National Examination Summit, May 2010. Sun Newspaper August 6, 2016 and Premium Times September 8, 2016.

Furthermore, according to the report by Premium Times (2016), WAEC in 2015 withheld 118,101 was not as embarrassing as declaring Nigeria as recording the highest cases of examination malpractice among the five member countries of the council. In what looks like a confirmation to this claim by WAEC, a total of 137,295 results were again withheld in 2016 for the same reasons, as depicted in the table above

The statistics above revealed that those involved in examination malpractice have increased over the years

compared to the record of previous years.

Causes of Examination Malpractice

The causes of examination malpractice are many and varied. In this regard, the study has identified the following:

i. **Inadequate Supervision of teachers by the inspectors:** Due to poor remuneration of teachers and attitudes of civil servants, programs of supervisions on every term are not religiously followed and teachers capitalize on these lapses to avoid classes. Also, the schedule of the inspectors are made known to the teachers who prepared lesson notes ahead of topics taught or not.

ii. **Poor teaching in schools:** There has been brain drain in the country due to poor *remuneration and misplacement of teaching profession in our* society, the aftermath is shortages of qualified teachers. The available teachers are made to teach subjects outside their areas of specialization.

iii. **Non-completion of syllabus before examination:** Some teachers are prepared to teach, while students are not ready to learn or attend class and this lead to the abandonment of teaching, non-completion of examination syllabus, because of the students' perception about examinations. Also some teachers miss their classes which also lead to non-completion of their syllabus before examination.

iv. **Lack of confidence on the part of teachers and students:** Due to shortage of qualified teachers, most students believe in the external assistance they will receive during the examination while teachers not too sure of the ability of the students to discharge what they have been taught, offer to assist in order to have credible number of passes in their subjects. Again, the Centre for Academic Integrity (2005) in USA, discovered that parents contribute to cheating in school when they help children to do

their home work and obtain scores for continuous assessment (CA) that forms part of examination grade. Parents are suppose to “guide” and not “doing” the home work which can constitute part of examination malpractice.

v. **Absence of guidance and counseling Programmes:** Fafunwa (1999) added that some schools do not have guidance and counseling programmes for students, as such, students take courses or subjects without proper guidance, sometimes parents impose courses on their children not minding the capacity of the affective, cognitive or psychomotor of their wards before the imposition. These kids are pushed too hard and too far thereby making them corrupt through engagement in malpractice and misconducts to please their parents and some parents encourage any form of malpractice to justify their pride.

vii. **Over-dependence on mere paper qualification.** Over-reliance on mere paper qualification has turned Nigeria to certificate oriented system. In fact, real interview or aptitude test has become a formality. This has greatly encouraged lazy candidates to see examination racketeering as alternative therapies in pursuing their careers.

vi. **Inadequate implementation of sanctions.** Experience has shown that ineffective implementation of sanctions against examination malpractice has contributed in no small measure to the frequency, persistence and sustenance of the ugly social menace. For instance, the Nigerian Decree No. 20 of 1984 stipulates that an offender can be convicted and sentence to 21 years imprisonment amongst the specified stipulations. Also the 1999 Act stipulate a maximum of five years imprisonment without option of fine for culprits. However, the actual

implementation of these sanctions have come under consistent suspicion. The idea has tend to raise more questions than answer. That is, whether the Act or decree, or decree were enacted to deter future re-occurrence or were made as a mere formality. For example, not many people (if any) caught in the act has been duly prosecuted in the law court to effectuate the workability of the Act, which incidentally could have helped in reducing if not eliminating the social malady from the educational scene.

Effect of Examination Malpractice on School Administration and the Society

Oyetunde (2004) highlighted some of the effects of examination malpractice as follow:

1. It gives a false impression of the amount of knowledge, understanding or skills possessed by students. This is dangerous because examinations are a means of assuring the public that candidates certified by institutions

and examination bodies as having done well in their examinations, are of the quality and competence reflected in their certificates.

2. It defeats the basis of objective comparison between and among candidates. The examination is an instrument of objective comparison between the competing candidates with respect to their mastery of what has been jointly taught to them. That is, examinations are often used for ranking and selection purposes. In this regard examination malpractice makes the selection of the best for a particular position or level difficult. This makes a mockery of excellence and standard and sends the signal that honesty does not pay.

3. It breeds mediocrity and enthrone laziness and stupidity, thereby discouraging hard work, which is the foundation of growth and progress.

4. It fosters self-deception as those who engage in it cannot correctly and objectively assess their competence
5. It is a violation of the law of God and a reproach to individual families and a nation
6. It retards the development of a nation. That is, it can create a nation of consumers and not producers.
7. It breeds criminals, “fraudsters” and killers. You imagine the havoc that a fake medical doctor can cause to people and nation.
8. It frustrates the use of examination for educational reforms, as it will be difficult for the administrators of education to know the extent to which the objectives of education are being served.
9. It erodes public confidence in examination and the entire educational system.
10. It causes confusion and disorientation for the society and the employers of labour.

Methods or Devices employed by Students for Examination Malpractice

There are several ways which students indulge in, to cheat in an examination depending on the school environment, exposure of the students and influence of the external environment. Umaru and Babuje (2012), listed the following as methods used:

1. Stretching of the neck to see the answer sheet of another student during examination (Giraffe method).
2. Writing of points on desk, walls, ceiling etc.
3. Writing on palms, clothes and laps amongst students.
4. Copying or jotting of points on papers, notebooks and tearing pages in textbooks into the examination hall.
5. Using a pen without ink to scribble point on white papers, which are often unnoticed by invigilators.

6. Smuggling papers into the examination halls using their mathematics sets, since it is accepted in the examination hall.
7. Taking excuse to ease themselves only to go into places where notebooks and textbooks are kept, read and return to the examination hall.
8. Using the back of payment receipts to jot point with pencil where payment receipts are pre-conditions for writing examinations.
9. Using cell phones to record or store answers.

wrong hands before the actual date of the examination which directly invalidates the essence of examination.

Others found by the study include:

10. Impersonation: Hireling of examination mercenaries who impersonate candidates of their choice.
11. Leakage: This is where question papers for a particular exam gets into

Perpetrators of Examination Malpractice

Olujuwon (2006) identified the under listed as the perpetrators of examination malpractice.

1) Government

Officials/Institutions: The use of overcrowded halls and inadequate incentives for invigilators.

2) Parents/Guardians: Some parents who buy question papers for their wards or bribe examiners or invigilators.

3) Teacher/Head Teachers: Those who collect money and turn a blind eye

4) Students: Lazy students who do not take their school seriously and still want to get the best scores.

Others discovered by this investigation are:

5) Examiners and invigilators:

They collect bribes and pervert justice in exam halls due to their quest for materialism.

6) School management and proprietors:

This happens especially in private schools where the owners and school managers collude with examiners to perpetrate examination malpractice in order to give unmerited fame and credibility to their schools, with a view to attracting more students for economic gains. This amount to a clear negation of education par excellence.

Examination Malpractice and Secondary School Administration

The value and functionality of any educational system lie in its ability to actualize the goals of education. Ideally,

administration is the hub of activities where different but interrelated issues or parts are synthesized and harmonized to produce a whole in order to achieve pre-determined objectives. Therefore, any intercourse between administration and examination malpractice will have some dire effects as examined below especially as it affects the components of administration like planning, discipline, coordination, organization, budgeting and evaluation in secondary schools, which is the focus of this study.

i. Examination Malpractice and Planning of Secondary Schools

Educational planning plays a pivotal role in achieving the goals of education. According to Okwori (2011), it involves the application of rational methods,

systematic analysis or explanations with the aim of making education more efficient and effective in terms of responding to the needs of the students and the society as a whole. In this regard, Olatunbosun (2009) interred that any inter play between planning and examination malpractice will not only truncate planning process, but render already planned events and programmes ineffective. In the same manner, Ekundayo (2010) opines that the occurrence of examination malpractice disarticulate the outcomes of a planed action. This means that the expected outcomes of planning can be disrupted by examination malpractice.

ii. **Examination malpractice and Discipline in Secondary schools.**

Discipline has to do with training somebody or oneself in obedience, self-control, skills e.t.c. for proper conduct especially as it affects human relations. Under this arrangement, Ibukun (2005) asserts that discipline is a necessary prerequisite for the attainment of educational goals. He went further to say that when examination malpractice becomes the order of the day, image of the school as well as the reputation of the school administrators will be thrown into a quandary. In his comment, Osunde (2008) stated that the misguided action of the perpetrators of examination malpractice is a moral negation that detracts from the much expected school discipline. He

added that school discipline as a necessary ingredient of good performance can not be sustained in an atmosphere replete with examination malpractice. In the same vein, Emaikwu (2012) is of the view that the calamity of examination malpractice is not just the havoc it is Wrecking on our educational system, but the gradual indoctrination of youths into the culture of fraud, capable of eroding self-discipline.

iii. **Examination Malpractice and Coordination of Secondary Schools**

Newman (2004), defines coordination as the orderly synchronization of efforts to provide proper amount, timing and direction of execution resulting in harmonious and unified actions to a stated objective. This shows that coordination involves the

harmonization of the effort of units, sections or organizations so as to achieve state goals. However, Smith (2006) observes that coordination gets disoriented by the maze of examination malpractice. Indeed, the occurrence of examination malpractice usually bastardised the coordination of school activities. For example, consider a leakage that occurs in one or two centres, especially if it is an external examination. The pertinent question is: How do we coordinate the other centres from being infested with the leakage especially under modern technology where information travels fast with the use of cell-phones?

iv.Examination malpractice and Organization of Secondary Schools

In a common usage, the term organization, which here refers to organizing ability, means the act of putting things in working order. In fact, it has to do with designing the administrative machinery – Okafor (2007). He went further to state that if the organization of a school is not well articulated, the purpose can easily be defeated. In a related development, Okoroafor (2011), says that examination malpractice has negative effects on organization of schools. In analyzing the situation, he stated that, examination malpractice especially if occurring at a high rate, can lead to closure of affected schools, which no doubt will disorganize administration and even the entire system, whether public or

private schools. He quickly added that the situation becomes more excruciating if such school is a private set-up considering the amount invested by the proprietors. At this junction, Osagie (2009) inferred that organization of schools is more effective when there are no obstructions or devastating hindrance on the wheels of administrative machinery.

v. Examination Malpractice and School Budgeting

Experience has shown that examination malpractice has the capacity to waste resources. For example, if a particular subject is found to have leaked especially after writing the exam at the NECO or WAEC level, the cost of reproducing the question papers, answer sheets,

payment of invigilators, and transportation of all the needed materials to various locations all over the country, would definitely be a colossal amount. Then, imagine two or more subjects are to be involved in that particular session. This no doubt will have a negative effect on school budget due to repetition of efforts.

vi. Examination Malpractice and Evaluation of Secondary Schools

Evaluation aims at determining the learner's level of skills acquisition or intellectual competence and understanding after some training, which also act as a feedback that shapes further teaching and learning. But when examination is not properly conducted according to Emaikwu (2012), the chance of

the expected feedback is often remote. He added that sequel to the frequent cases of examination malpractice, evaluation has been relegated to the background to the extent that the society is almost losing faith in the certificates awarded by some schools.

In this regard, Nwadiani (2005) opines that a thorough evaluation of some secondary schools nowadays, reveal what may be called contemporary shame. Consequently, Duze (2011) inferred that when evaluation gets destabilized by examination malpractice, it leads to wrong decision and judgment, which affect the teacher, the learner, the entire academic industry as well as the society at large.

Administration and Management of Examination

Obviously, administration as a concept is very large and complex, which can only be well analysed by relying on its components popularly known as POSDCORB by Gullick (1937) and later POSDCORBE by Maicibi (2005).

Maicibi (2005) new formula – POSDCORBE can help to reduce the frequent cases of examination malpractice in Nigerian secondary schools. According to him, the techniques involve the following:

Planning: The examination managers need to plan in terms of sourcing for questions, printing of question papers, appointing invigilators/ supervisors, and announcing the date, time and venues of the examination. All these must be neatly arranged before the actual date of examination.

Organizing: the examination manager will have to organize the facilities both

human and materials properly so that everything/everybody is at the right place at the right time.

Staffing: This helps to ensure the acquisition of the right quantity, quality and variety of personnel to administer the examination. In other words, it means the engagement of security personnel, invigilators, markers, typists, checkers, moderators and others suitable for the conduct of examination

Directing: This involves the action of of the examination manager in ensuring that the acquired personnel for the examination are there doing the right thing at the right time.

Coordination: When several units or centers are involved in an examination at the same time, there is need to harmonize and synchronize the various activities which entail coordination.

Reporting: Examination managers are accountable to the education board, examinees, examination board and

even the society at large. This feedback mechanism enable stakeholders to know how resources were judiciously put to use and what actually transpired during the period of conducting examination.

Budgeting: This entails the funding of examination. Providing adequate fund for the conduct of any examination has the capacity to ensure efficiency and effectiveness, which can guarantee success.

Evaluation: The addition of “E” which stands for evaluation requires examination manager to constantly evaluate the management of examination, the performance of candidates, credibility of examination as well as the public impression of the management and conduct of examination. This is necessary to guide subsequent examination exercise. Without prejudice, the “new POSDCORBE” with the help of the invented “E” (evaluation) is capable of enhancing examination conduct that

could help to minimize if not eliminating examination malpractice which Nwafor (2014) describes as canker worm in the Nigerian education system.

Conclusion

Based on the actual findings of this investigation, it can be concluded that examination malpractice frustrates the use of examination for educational reforms, which directly makes a mockery of excellence and standards in our educational system. In other words, it defeats and relegate the institutional scale of judgement and ranking of students performance to the background.

Again, the ugly incidence of examination malpractice hinders the very basis of objective comparison between and among the competing students. In fact, apart from the havoc of producing incompetent graduates, examination malpractice has the capacity to indoctrinate the youths into

a culture of fraud. In this regard, the society that is the ultimate recipient of human action and behavior, bear the brunt of this social malaise. For example, one can only imagine what a “fake” medical doctor would cause to the society.

Meanwhile, the study uncovers the reasons for the persistent nature of examination malpractice. These include inadequate and questionable manners of invigilating exams, poor teaching in schools, counselling programmes in schools, truancy and absenteeism, Strikes and other industrial action that truncates school calendar and adequate completion of syllabus and overcrowding in class rooms which affects the ability of the teacher to impart the right knowledge on the students amongst others.

In a nutshell, examination malpractice disarticulates the administrative machinery of a school, which retards the progress and development of a school. Put differently, it breeds

mediocrity and enthrones laziness and stupidity, which discourages hard work that ought to be the very foundation of growth and development of a nation.

Recommendations

In view of the findings and conclusion arrived at, the study recommends the following:

- 1) Stakeholders in the Nigeria education should put up concerted efforts to over-haul administration in secondary schools in order to track-down and eliminate the debilitating consequences of examination malpractice.
- 2) Arising from above, planning in schools should be all-embracing and strategic enough to conduct examinations so as to drastically reduced

if not eliminating examination malpractice from Nigeria educational scene. In addition, the “new POSDCORBE” by Maicibi (2005) can be of useful help. In this regard, he analyses how to use the formula to organize examination in order to reduce or eliminate cases of malpractice.

- 3) Sanctions and penalties should be apportioned to perpetrators of examination misconduct in accordance with examination malpractice Act of 1999. This no doubt will help to deter future occurrence rather than the present situation which seems to even encourage continuous perpetration by allowing culprits to go without

persecution.

Administratively, it must be noted that, it is better not to make a law, than having a law flouted without any consequence. This agrees with control theory espoused in the theoretical framework that weak bond (weak law) encourages deviant behaviours like examination malpractice.

4) Improved funding of education sector should be a continuous exercise in Nigeria. Adequate funding of education create enabling environment for a healthy education in the following ways:

(i) Prompt payment of teachers salaries and allowance which will encourage them

discharge the best of their duty

(ii) Ability to erect functional libraries. Instances abound where students may be willing to read, but are constrained by non-availability of relevant books and materials. In this regard, they will be left with no alternative than to cheat in order to pass examinations.

(iii) Procurement of relevant facilities. With adequate funds, space facilities and convenient examination halls will be made available, which can help to reduce cases of examination

malpractice. This is because over-crowded hall has the tendency to encourage examination malpractice.

- 5) Closely related to the above, parents and guardians should be made to be aware that writing home-work and assignment for their wards constitute part of examination malpractice. This revelation was made by the Centre for Academic Integrity (2005) in a study carried out in Ohio and New York, United States. On the one hand, assignment and home-work constitute continuous assessment (CA) that form part of the overall marks for a particular examination. On the other hand, the idea creates wrong impression on the affected students that for every difficult subject,

resort to external aids like using cell phones, relevant books, giraffing or outright impersonation could be of useful help. Therefore, helping to write assignment and home-work indoctrinates student into the spirit of examination malpractice.

- 6) Further, less emphasis should be placed on certificates and paper qualification. This means that emphasis should rather be placed on knowledge and competence instead of mere presentation of certificates in seeking jobs and admission into higher institutions. Qualifying examinations and aptitude test can help to fill the unwanted gap created by examination malpractice in the Nigerian educational system which in the recent times has been largely certificate oriented.
- 7) Parents should desist from choosing courses for

their children to study which is an act of indiscipline and gross misconduct. Instead, a child should be allowed to pick a course of choice which he or she can read. This will help to reduce the tension of passing examination at all cost which normally results to malpractice.

- 8) Lastly but not the least the faculty of education in every tertiary institution as the hub of educational matters, should voluntarily shoulder the responsibility of ensuring continuous write-up (research) in areas relating to examination malpractice. This is because the scale and frequency of occurrence that make Nigeria to be declared as having the highest cases of examination malpractice by WAEC in 2015, is not only an embarrassment but highly worrisome. At least, if not for any other thing, the continuous

write-ups will serve as “jingled bell” that could help to reawake ceaselessly, the dangers of examination malpractice.

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