

**STUDENTS PERCEPTION ON CAUSES OF EXAMINATION MALPRACTICE IN  
KWARA STATE COOLEGES OF EDUCATION**

BY

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**Abstract**

One of the commonest phenomena in any educational institution in Nigeria today is periodic written examination of students/pupils. This paper gathered the opinion of NCE regular students on courses and effects of examination malpractice in Kwara State College of Education. A structured questionnaire containing 15 items was used to elicit information on the subject matter. Frequency count and percentages were used to analyses data in other to effectively answer the researcher questions posed. The result showed that students were of the opinion that some lectures do not report students caught on the act of examination malpractice, and that non-teaching papers do sell same to students. They also opined that over crowded examination halls and peer group influence are factors causing examination malpractice. And that examination influence are factors causing examination malpractice. And that examination malpractice could lead to rustication of students from schools. Some recommendations like organizing periodic seminars and workshops on conduct of examinations to avoid overcrowded rooms etc. were made

**Introduction**

To examine is to test ones knowledge or ability in something or to, put question to someone in order to get information. Whereas malpractice is the illegal or wrongdoing or dishonest use of a position for selfish end. It has to do with cheating others to have personal gains. While giving the meaning of examination malpractice, Olayinka (1996)) said it is misconduct practice in any examination with a view to obtaining good results through fraudulent practices. Bello (1 990) on the other hand referred to examination malpractice as anything done by an examination candidate that renders the assessment process useless. It is also any attempt the examinee to get access to the examination materials before the scheduled time for the paper. The indigenous educational system that emphasized skill perfection and moral uprightness did not stress written examinations as there was no formal planning for the course content and the method of assessing the recipient -was crude, subjective and highly informal (Taiwo 2003). This shows that examination malpractice as we have in schools today did not originate from the indigenous educational system in Nigeria.

Examination malpractice was not heard of during the early missionary and colonial periods, though examinations were conducted during the said periods to determine placement and for promotion purpose. The absence of examination malpractice during these early periods of western education in Nigeria was due to the fact that students of those periods were diligent studious and competed among themselves for excellent achievement (Adaralegbe, 1989).

The importance attached to paper qualification, via examination results in Nigeria today, has made students of various categories to want to pass examinations at all costs thereby resulting in engaging themselves in the act of an issue of great concern because of the adverse effect it has on the nation's educational system. Olayinka (1996) noted that examination malpractice has become one of the greatest problems that undermines the foundations of educational practices in Nigeria today. This problem is not limited to primary or secondary schools alone, it has equally

extended to the tertiary institutions of learning in Nigeria, especially college of education. Ipaye (1982) lamented that examination malpractice is an indiscipline act that is morally bad and therefore condemned in the society, but at the same time, it is socially accommodated.

The rate at which students commit examination malpractice in Nigerian schools is alarming, to the extent that the chairman of Nigerian National Committee of the West African Examination Council (WAEC) explained that. the rate of examination malpractice is becoming high and that WAEC never had it so bad Njoku (1990) regretted that students of tertiary institutions engage in examination malpractice, especially through impersonation where by they are being hired as "mercenaries" by secondary school students to sit for examinations for them. Seeing the benefits that their candidates have gained from being mercenaries, they return to their various institutions to engage in similar malpractice in order to gain similar benefits. Examination malpractice has become a social menace in educational institutions to the extent that the federal government has to promulgate Degree 21 of 1984 which stated that any body including in examination malpractice shall be liable to 2 years imprisonment without an option of fine.

Examination malpractice is exhibited in a number of ways ranging from leakage of examination paper or circulating examination questions to prospective candidates before the examination day. Others include removing of question papers from the examination hall to outsiders who quickly prepare answer to the question, bringing foreign materials to the examination hall to giving of fake results to potential admission seekers. Sometimes, students copy answer to examination questions from each other in the examination hall. Students in Nigerian' College of Education a're not free from any or all of these forms of atrocities which they gave various terms as Giraffe. Missile, Egun (masquerade) etc.

Some factors causing Examination malpractice :

A number of factors cause examination malpractice in Nigerian College of Education. Some of these factors are;

- (a) home
- (b) school
- (c) students themselves and
- (d) society at large

Some parents have failed in giving proper and virtuous supervision to their wards while in school. Some parents do not visit their children to see how they behave at school. Some parents also set high standards intellectually that their children are capable of attaining. This is what Olayinka (1996) called "high expectation of parents this makes such children to resort to examination malpractice during various examinations in school. Salami (1995) Summarized the causes of examination malpractice as death of adequate and qualified teachers and lack of adequate and appropriate facilities to aid effective and learning.

The societal influence of laying emphasis on paper qualification and general moral decadence in the society is also a cause of examination malpractice. Students that do not have enough ability to cope with school work but are anxious to get good result always resort to examination malpractice 9kolo, (1999).

Olayinka (1996) listed the causes of examination malpractice as too much, emphasis on paper qualification, inordinate ambition on the part of candidates, peer Influence, avoidance of failure, negative attitudes of the invigilators and supervisors, moral laxity in the society at large, high expectation, of parents, over *crowded* sitting

arrangements, choice of subjects, lack of qualified teachers in students chosen subjects, lack of ability to cope with-school work and the desperate desire to win societal honour that goes along with success.

### **Effects of Examination Malpractice**

Anything with a cause, must have effects the same thing goes for examination malpractice, especially in Nigeria College of education. In the first place examination malpractice among students does not give an institution a good name, the certificate issued by such an institution is locked down upon and the products are seen as cheats wherever they might go in future.

Furthermore, the staff spend more time and money including energy in the production and distribution of examination question papers and other materials thereby wasting time, energy and fund as new sets of question papers must be produced and distributed as a result of leakage of the first set of questions.

Students' career plan and their parents' hope on them come to naught as examination malpractice can lead to rustication of students. When it happens like concerned fruitless. Bello (1990) lamented that when examination malpractice occur and students are caught they and their parents become frustrated as their hope is dashed.

Raheem (2001) listed the following as consequences of examination malpractice, cancellation of examination results of both the innocent students and culprits, rendering the examination invalid which may pose problem for the examination, rendering the certificate of such schools invaluable and questionable, loss of financial and manpower efforts, and low standard of education.

### **Research Questions**

The following research questions were answered;

- (1) To what extent do lectures contribute to examination-malpractice in Kwara State College of Education?
- (2) To what extent do non-teaching staff contribute to examination malpractice in Kwara State Colleges of Education?
- (3) To what extent do inadequate teaching/learning materials contribute to examination malpractice in Kwara State College of Education?
- (4) To what extent do peer group influence contribute to examination malpractice in Kwara State College of Education?
- (5) What are the effects of examination malpractice in Kwara State College of Education?

### **Research Methodology**

This is a survey research which describes the opinion of N.C.E. regular students on causes and effects of examination malpractice in Kwara State College of Education. Stratified random sampling technique was used to select 100 students each from the three levels of students in two College of Education at Ilorin and Oro excluding the one at lafiagi.

A structured questionnaire was designed to elicit information on the opinion of students concerning causes and effects of examination malpractice in the two college

of education. The questionnaire tagged: "Examination Malpractice Questionnaire (EMAQ)" contained 15 items on causes and effect of examination malpractice. Likert scale was used in scoring the response of students on the basis of strongly disagree, disagree, agree and strongly agree. Respondents were also asked to suggest other causes and effects of examination malpractice apart from the ones in the questionnaire, Ways to rub examination malpractice were equally suggested by respondents,

The questionnaires were personally administered by the researcher and the 600 copies distributed to N.C.E. regular students in the three Colleges of education were retrieved. Frequency count and percentages were used to analyses the data collected

S/N	School	Respondents	Percentage
1	Kwara State College of Education, Ilorin	300	50
2	Kwara State College of Education, Oro	300	50
Total		600	100

TABLE

Analysis of Responses o Research Questions

To what extend do lecturers contribute to examination malpractice in Kwara State College of Education?

S/N	Questionnaire item	Strong Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total	%
1	Lecturers do not give examination questions to students to before examination days	82	13.7	110	18.3	104	17.3	304	50.7	600	100
2	Lecturers do not report students act of examination malpractice	280	46.7	200	33.3	07	1.2	133	18.8	600	100
3	Lecturers take gratification from students to allow them exchange ideas during examination	20	3.3	10	1.7	108	18	462	77	600	100

The above table II shows that in item 1, 82 (13,7%) of the respondent strongly agreed while 110(18.3%) agreed. 104 (17.3%) disagreed and 304 (15.7%)strongly disagreed that lectures do give examination questions to students before examinations days. In item 2,280 (46.7%) of the respondents strongly agree 200 (32.3%) agreed 7 (1.2%) disagreed and 113 (18.6%) strongly disagree that lecturers do not report students caught in the act of examination malpractice. In item 3, 20 (3.3%) respondents strongly agreed, while 10(1.7%) agreed,108(18%) disagreed and 462 (77%) strongly disagreed that lectures take gratification from students to allow them exchange ideas during examinations.

TABLE III

Analysis of Respondents on Research Question 2:

**Students Perception on Causes of Examination Malpractice in Kwara State College of Education.**

To what extent do non -teaching staff contribute to examination malpractice in Kwara State Colleges of Education?

S/N	Questionnaire item	Strong Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total	%
4	Typist do sell question papers to students	302	50.3	220	36.7	30	5	48	8	600	100
5	Typist do after students grades when typing	224	37.3	286	47.7	23	3.8	67	11.2	600	100
6	Supporting staff (or messengers do sell question paper to students	294	49	240	40	32	5.3	34	5.7	600	100

In item 4 of the above table III, 302 (50.3%) of the respondents strongly agreed, 220 (36.7%) agreed, while 30 (5%) disagreed and 48(8%), strongly disagreed that typist to sell question papers to students. In item 5, 224(37.3%) strongly agreed, 286 (47.7%) agreed, 23 (3.8%) disagreed and 67 (11.29%) strongly disagreed that typist do after students grades when typing. In item, 6, 294(49%) strongly disagreed, 240 (40%) agreed 32 (5.3%) disagreed and 34(5.7%) strongly disagreed that supporting staff (or messengers) do sell question papers to students.

**Analysis o) Responses on Research Question 4:**

To what extent do peer group influence contribute to examination malpractice in Kwara State Colleges of Education?

S/N	Questionnaire item	Strong Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total	%
1	One of the friends has been caught in the act of examination malpractice	198	33	162	27	68	11.3	172	28.7	600	100
2	My friends encourage me on examination malpractice	140	23.3	190	31.7	81	13.5	189	31.5	600	100
3	My friends and I help each other when answering question during examination	170	28.3	238	39.7	53	8.8	139	23.2	600	100

In table V above, item 10 shows that 198 (33%) strongly agreed, 162 (27%) agree while 68 (11.3%) disagreed. 172 (28.7%) strongly disagree that their friends have been caught in the act of examination malpractice before. Item 11 shown that 140 (23.3%) strongly agreed, 190 (31.7%) agreed, 81 (13.5%) disagreed and 189 (31.5%) strongly disagreed that their, friends encourage them on examination malpractice. In item 12, 170 (28.3%) strongly agreed, 238 (39.7%) agreed, 53 (8.9%) disagreed and 139 (23.2%) strongly disagreed that they and their friends help each other when answering questions during examinations.

**TABLE VI**

**Analysis of Responses on Research Question 5:**

What are the effects of examination malpractice?

S/N	Questionnaire item	Strong Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total	%
13	Examination malpractice gives a school bad name	100	16.7	44	7.3	199	33.3	257	42.7	600	100
14	Examination malpractice leads to rustication of students	226	37.7	137	22.8	187	31.2	50	8.3	600	100
15	Examination malpractice leads to energy and fund wasting	62	10.3	22	3.7	240	40	276	46	600	100

In the above table VI, 100 (16.7%) of the respondents strongly agreed with Item 13, 44 (7.3%) agreed, 199 (33.2%) disagreed and 257 (42.8%) strongly disagreed that examination malpractice gives a school bad name in item 14, 226 (37.7) strongly disagreed that examination malpractice leads to rustication of students. Item 15 indicates that 62 (10.31%) of the respondents strongly agreed, 22 (3.7%) agreed 240 (40%) disagreed and 276 (46%) strongly disagreed that examination malpractice leads to energy and fund wasting.

**Discussion**

This study has revealed that students in Kwara State Colleges of Education were of the opinion that one of the causes of examination malpractice in Kwara State Colleges of Education is giving out of examination question to students by lecturers before examination day. This fact was shown by the respondent responses which revealed that 68% of them were of that opinion while only 32% of them were of counter opinion. Another factor causing examination malpractice among students is the selling of examination question papers to student by typist in charge of examination questions. This was opined by the students as 87% of them of this opinion and only 125 were not of the opinion. The respondents Were also of the opinion that typists do alter students grades when typing as 85% of them were of this opinion and 15% were not of the opinion. Similar to their opinion on the typists, 89% of them also agreed that supporting staff like messengers and cleaners do sell question papers to students while 11 % of them were of counter opinion.

Other factors causing examination Malpractice to the respondents are overcrowded hall and rooms, and inadequate number of text books for proper laboratory equipment should be provided for proper teaching and learning.

Enough qualified hands should be employed to teach sizeable number of students in the Colleges of Education. If these recommendations are adhere to, it is hoped that examination malpractice with its evil effect will be minimized if not totally eradicated.

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