FORMS AND CONSEQUENCES OF EXAMINATION MALPRACTICE ON STUDENTS' ACADEMIC ACHIEVEMENT IN THE DIRECTORATE OF DEGREE PROGRAMMES, AFFILIATED TO UNIVERSITY OF MAIDUGURI, UMAR SULEIMAN COLLEGE OF EDUCATION GASHU'A, YOBE STATE. NIGERIA.

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Abstract

This study examined the forms and Consequences of the examination malpractice on students' academic achievement in the directorate of the degree programmes of Umar Suleiman College of Education, Gashu'a. The population of the study consisted of all undergraduates in the Programmes. Purposive sampling techniques were used to select students from six departments to complete the designed questionnaire with the title "Forms and Consequences of examination malpractice on student's academic achievement" developed by the researcher. Ex post facto method was adopted for this research. Descriptive statistics was used to answer research questions, while Research Hypothesis was analyzed using t-test. The findings revealed the forms and consequences of the examination malpractice on student's academic achievement in the directorate of the degree programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a. Similarly, recommendations were provided to reduce the examination malpractice.

Keywords: Examination, Examination malpractice, Academic Achievement

Introduction

Education is often regarded as a foundation for country growth and personal empowerment. It is the process by which individuals acquire the knowledge, skills, values, and attitudes required for active engagement in society. It is aimed at training the mind of its recipient for effective achievement. It prepares the individual with the information necessary for high level of human functioning. It is being a process of teaching and learning is evaluated through examination at the

end of the learning period. Akaranga and Ongong (2013) described education as a process through which young adults are equipped to lead productive lives according to their talents and interests. Through education, learners are not only taught, trained, and adequately guided to acquire relevant skills and knowledge but also learn how to adapt to acceptable public life. Also, people pursue education for its own sake to satisfy innate curiosity, out of interest in a specific subject or skill, or for overall personal development. Education could be formal or informal. Formal education occurs in a structured environment whose explicit purpose is teaching of students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Whilst informal learning occurs in a variety of places, such as out of school time, in youth programmes at community centres and even village squares. Informal learning does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements. It is not necessarily planned to be pedagogically conscious, systematic and according to subjects, but rather unconsciously incidental, holistically problem oriented, and related to situation management and fitness for life. In the traditional African educational system, teaching and learning were basically practical. The students learned orally and through close observation of their master. In fact it was through imitation, no issuance of certificate to prove completion of course of study since the society was interested in skill acquisition and practical demonstration of the arts learned. Definitely, there was no need for certification, since education was viewed as a means to an end and not an end in itself (Akaranga & Ongong, 2013). The western knowledge acquisition system or formal education is measured on certificates. Yet, certificate is not a full proof of knowledge retention. Before certificate is awarded, the students have to be assessed or examined in the field they have been trained.

Examination is an organized assessment technique which presents individuals with a series of questions or tasks geared towards ascertaining the individual acquired knowledge and skills (Oduwaiye, 2014). Malik and Shah (1998) as cited in Akaranga and Ongong (2013) observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not be obtained. Hence, the result of such evaluation leads to wrong decisions and judgments which affect the teacher, the learner, the entire education industry, as well as the society. According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Evidence revealed that because of the laziness on the part of the students and always want to pass through crude ways resulted to examination malpractice.

Statement of the problem

Examination malpractice has become widespread in Nigeria's educational institutions. This is cause for alarm among education stakeholders. Scholars including Akanni and Udofin (2015), Nnam and Inah, A.F. (2015), and Asore (2014) investigated the causes and repercussions of examination malpractice in Nigerian secondary schools. This current work, however, differs from their studies, and was conducted at the tertiary institution level, specifically, in Umar Suleiman College of Education Gashua, Directorate of Degree Programs, affiliated to the University of Maiduguri, specifically. The work brings the light to Forms and Consequences of Examination Malpractice on Students' Academic Achievement from 2017 to 2021.

Aims and objectives of the study

The aim of the study is to determine the forms and consequences of examination malpractice on students' academic achievement in the Directorate of Degree programmes , affiliated to University of Maiduguri, Umar Sukeiman college of Education Gashua,m Yobe State.

The objectives of this study are to:

i. Obtain the forms of examination malpractice that hinder academic achievement of students in the directorate of degree programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

ii. Determine the consequences of examination malpractice on academic achievement of students in the directorate of degree programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

Research Questions: The following research questions guided the study:

1. What are the forms of examination malpractice that hinder academic achievement of students in the Directorate of Degree Programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State?

2. What are the consequences of examination malpractice among students in the Directorate of Degree Programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State?

Research Hypothesis The following null hypothesis was developed and tested at the 0.05 level of significance:

H_1: There is no significant difference between the performances of student who participated in the examination malpractice compared to those who did not paticipate in the directorate of

Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

Literature Review

Examination was defined as a component of the student evaluation process that involves determining intellectual capacity, competency, and learners' level of knowledge once a given training has been provided (Emaikwu, 2012). It is a method of assessing the quality of information, skills, competence, and understanding that a person has learned over a set period of time (George and Ukpong, 2013). Nnam and Inah (2015) defined examination as the formal measurement and appraisal of a candidate's aptitude, knowledge, and competence in the educational sector. Examination grades are the most popular way for parents and society to learn about a student's academic success. Examination is a structured assessment process that offers individuals with a series of questions or tasks designed to determine the individual's acquired knowledge and skills (Oduwaiye, 2014). Malik and Shah (1998), as cited in Akaranga and Ongong (2013), an examination is not only a process of assessing students' progress, but it also motivates and helps them understand their academic strengths and weaknesses, as well as providing teachers with opportunities to try new teaching methods. However, if the examination is not conducted effectively, the intended feedback may be missed. As a result, such evaluation produces incorrect decisions and judgments that have an impact on the teacher, the learner, the entire education business, and society. Emaikwu (2012), an examination as part of educational evaluation is designed to determine a learner's level of skill acquisition or intellectual competency and knowledge following a particular instruction. Evidence demonstrated that examination malpractice was caused by students' lethargy and desire to pass exams in crude methods.

Examination malpractice has become a persistent issue in global educational systems, particularly in developing countries like Nigeria. Examination malpractice is defined as any illegal act committed by a candidate, examiner, invigilator, or other person before, during, or after an examination with the intent of gaining an unfair advantage. Ojerinde (2016) defines examination malpractice as any sort of cheating or abnormal behavior displayed by persons involved in the examination process. Common forms include impersonation, question paper leaks, copying, bribery, and the use of prohibited materials. The issue of examination malpractice has damaged the legitimacy of the educational system and destroyed public confidence in examination outcomes. Adebayo (2019) observes that it not only generates unqualified graduates but also offers a severe threat to national progress, as individuals who succeed by dishonest methods frequently lack the competence and ethics required in professional domains. Efforts to combat examination malpractice necessitate a multifaceted approach that includes tight enforcement of examination standards, moral teaching, and the use of technology in assessment procedures. It is defined as any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. Examination malpractice is an act or irregular manner of testing candidates which contravenes the rules and conventions guiding the conduct of examinations.

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.

FORMS OF EXAMINATION MALPRACTICE

The following are some identified forms of examinations malpractice by (Adie & Oko 2016)

Leakage: This means that the content of examination or part of it is disclosed prior to taking the examination. Usually it involves one or more of the following: staff members of the examination authorities, printers, proof readers, and messengers.

Impersonation: An individual who is not registered as a candidate for a particular examination takes the place of one that is registered. Usually this involves collusion between the chief examiner and the examination supervisor. It frequently involves tertiary institutions students taking the test for monetary reward or a favor for a girl friend or boyfriend.

Smuggling of Foreign Materials: This is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g. parts or whole note books, text books, microchips and answers) into the examination hall.

Foreign materials are frequently smuggled in pants, shoes, hems and bras or deposited or fixed in the hall prior to the examination or even smuggled in by the candidates or their aids during the examination.

Copying: Copying from another candidate's work with or without permission.

Collusion: Unauthorized passing of information between candidates usually by exchanging notes or scripts. This is usually facilitated by inadequate spacing between desks and laxed supervision.

Onyibe, Uma and Ibina (2015) opine that in every examination, students develop new methods of perpetrating examination malpractices. The instances of examination malpractices vary. They range from impersonation, leakage of questions, tampering with results, and computer fraud to fraudulent practices by invigilators. Some forms of malpractices are discussed below.

1. Collusion among candidates themselves and between them and examination officials: Collusion occurs when candidates writing the same examination copy from one another. When examination official leaks the examination materials to the intended examinees, parents, or overzealous school managers prior to the examination time, the malpractice committed also falls under collusion. Collusion leads to mass cheating in examinations.

2. Impersonation: This is a case where another candidate or hired stand-in sits for examination on behalf of the genuine candidate; Male candidates sitting in for girls or vice versa and twins writing examinations for each other.

3. Giraffing: This form of cheating takes its name from one of the African wild animals with an extremely long neck, legs and small head (Akaranga & Ongong, 2013). It is a process in which an examinee stretches out his neck as long as possible to view and copy what a fellow candidate has written down for a given question. Giraffing is among the oldest and the commonest form of examination malpractice.

4. Inscription: Students have now advanced to the level of inscribing materials or information on anything like parts of their body for example palms, thighs, baby pampers; handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on (Oredein, 2006). Nursing mothers convert the tender skin of their baby to white board; intermittently during examination seek for permission to breastfeed their baby only to use such avenues for note reading or revision. A new examiner will be dumbfounded during NTI Distance Learning and universities part-time programmes' examinations.

5. Irregular activities inside and outside the examination halls: Students, who have made up their minds to cheat, exhibit unwholesome behavior during examination. For instance, smuggling out question papers out of the examination hall, sending and receiving information from other candidates or from agents and touts outside the hall, tearing part of the question paper or answer booklet during the examination to perpetrate malpractice.

6. Scientific malpractice/ the use of mobile phones during examinations: Nowadays, candidates employ unauthorized scientific calculators, organizers, compact disc, and mobile phones to take undue advantage. Mobile phones with cameras (imaging functions) are used to take snapshots of a whole textbook in a much reduced format for use during examination. For examination that involves multiple choice questions, candidates inside the examination hall receive the answer through the handsets from their agents even outside that geographical location.

7. Bribery: This form of malpractice may be used to enhance teacher-student collusion to cheat. It brings in the economic perspectives in examination malpractices. A student may pay an examination official some money not necessarily to buy the question paper, but to be allowed to use illegal materials smuggled into the examination halls or to extend the examination scheduled period. Male students offer money or other valuables while female students use money or sex to bargain for "upgrading" of their examination scores. Bribery is common in both secondary and tertiary levels of education examination.

8. Intimidation / Assault on examination officials: There are reported cases where students and touts brandish dangerous weapons like daggers, pistols, axes, etc. in the examination venues to intimidate invigilators to have a free day while committing the heinous crime. Students who indulge in secret cult activities are more prone to this violent act. The case of intimidation is more evident during external GCE or during final semester of undergraduate studies examinations.

9. Other forms of examination malpractice includes the use of coded sign languages by some candidates, exchanging of answer booklets for note comparison or outright impersonation, mass cheating, leakage of question papers, etc.

From the forms of examination malpractices aforementioned, it is clear that examination malpractice is not limited to the time and the place of examination. In fact, it occurs either before, during or after examination. A typical pre-examination malpractice in Nigeria is in the process of registering SSCE candidates for examinations. Ojerinde (2004) cited in Anzene (2014) reported that one of the commonest forms of pre-examination malpractice is the registration of non-school candidates for school examination by principals in spite of clear regulations against such practice. This explains why secondary schools located in rural areas with no access road or difficult terrains that hinder external monitoring or supervision witness influx of candidates during SSCE examinations. Such "miracle centers" are established for pure economic gains and not to impart knowledge to students. The introduction of Global System for Mobile Communication (GSM) in the country has revolutionized examination malpractice in all tiers of our school system. A lot of academic information is now stored in these electronic gadgets for direct use in examination halls or for onward transfer via short message service (sms) to other students in any other parts of the country. Post examination malpractices include such unwholesome activities occurring after the examination, for instance, candidates tracing their answer booklets to the marking centres. During SSCE examinations (WASSCE, NECO, & NABTEB), some candidates use pencil to write their telephone numbers, urging the marker (examiner) to contact them for price negotiation. Some female candidates also attach their semi-nude photographs in the answer booklets praying for a sexual promiscuous male to mark their answer booklets. Such photographs bear telephone numbers for contact. In the tertiary institutions, sorting and sexual gratification is a major form of post examination malpractice. Continuous assessment scores and even examination scores are altered by the unscrupulous lecturers to give undue advantage to their cohorts. Intervention by highly placed school officials for their wards or relative to be passed or given a specific grade at all cost is also a rampant case of post examination malpractice.

Consequences of examination malpractices

Examination malpractice has great consequences on the individuals and institutions of learning, communities and the country at large. Dismissal, termination, loss of position, and lack of self-confidence are effects and have caused a lot of embarrassment and suffering to individuals, families and the nation. The guilty ones who were not caught and punished cannot defend the certificates procured not to talk of working at their duty posts (Onyibe, Um and Ibina, 2015). Again, in a society where examination malpractice is predominant, its impacts are visibly seen in the type of human resources the education system has produced. Again, educational systems strive to inculcate high level of discipline, diligence, moral love for others; to the recipients where the examination is fraught with malpractice, all the important feedback mechanism

become faulted and the educational system becomes distorted. The prevalent rate of bank failures, collapse of buildings, economic sabotage, vandalism, kidnapping/hostage taking for ransom, drug trafficking, fake drug manufacturing and sales are practical effects of moral decadence, emanating from examination malpractice. Effects of examination fraud are displayed in the filling stations, churches, homes, hospitals and markets, practically everywhere. The fight against corruption cannot be realized if examination malpractice continues to be rampant in our educational system. As future leaders who have been equipped through a school system characterized by academic fraud and dishonesty, will certainly manifest this fraudulent behavior in any organization they may find themselves. Those that cheated to pass examination will cheat to get employed, get a spouse, and even to win election through electoral violence or other sharp malpractices. Other effects of examination malpractice include discouragement of students from hard work, low productivity and poor job performances, bribery, corruption, and certificate racketeering. Examination malpractice with its disadvantages is affecting all the facets of the society negatively. The potentials of this nation will be difficult to realize socially, economically, and technologically until the individuals, governments, and other stakeholders in the education sector collaborate to eradicate this malpractice.

Methodology

The research employed survey research design. Sambo (2002) defines survey as a type of research in which a random sample is taken from a well-defined population. The population covers all the students of six departments in the directorate of the degree programmes, Umar Suleiman College of Education Gashua. Purposive sampling techniques were used of this study. The questionnaire was used to obtain the data for this research. The researchers administer the questionnaire themselves with the help of the research assistance. The research questions were answered using descriptive statistics, while the research hypothesis was answered using T-test for independent sampling.

DATA ANALYSIS RESULT AND DISCUSSION

This chapter presents data analysis, result and discussion. It discussed the research questions and research hypothesis raised under this study. However the chapter was discussed under the following subheading.

4.1. Data Analysis

4.2. Summary of finding

4.3. Discussion

To analyze the research questions for this study. Descriptive statistics was used to answer research questions via percentage and frequency, while research hypothesis of this study was analyzed using T-test.

1. What are the forms of examination malpractices that hinder academic achievement of students in higher institutions in Yobe State?

Table 4.1a Form of examination malpractice from 2017/2018 to 2020/2021 Academic Sessions

S/N	ITEMS	RESPONSES	
		FREQUERNCY	PERCENTAGE
1.	Copying answers from pieces of Paper	50	71.4
2.	Copying answers from Mobile Phone	07	10
3.	Copying answers from Palm	07	10
4.	Copying answers from Rack	01	1.43
5.	Communication in Examination Hall.	01	1.43
6.	Bringing in Prepared Booklet into the Examination Hall	04	5.71

Source: Examination Office, Degree Programmes USCOEGA 2022.

Table 4.1.a above shows the forms of examination malpractice. It is obvious from the table 4.1 , 50 out of 70 students who involved in the examination malpractice which represent 71.4% were caught copying answers from pieces of paper during examination. However, 7 out of 70 students who involved in the examination malpractice were caught copying answers from mobile phones which amount to 10% during examination. 7 out of 70 students who involved in the examination malpractice which represent 10% were caught copying answers from palm during examination, a student out of 70 students who involved in the examination malpractice which represent 1.43% were caught copying answers from rack during examination, a student out of 70 students who involved in the examination malpractice which represent 1.43% were caught communicating during examination, and 4 out of 70 students who involved in the examination malpractice which represent 5.71% were caught came into the examination hall with prepared booklets during examination. Therefore, these are the types of examination malpractice that occurred from 2017/2018 to 2020/2021 Academic Session in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashua Yobe State.

Table 4.1b Consequences of examination malpractice from 2017/2018 to 2020/2021 Session

S/N	ITEMS	RESPONSES					X	DECISION
		SA	A	U		SD	D	
1.	It discourages a good student From studying hard.	12	12	1	2	13	3.5	Agreed
2.	It deprives innocent student from getting admission	6	13	9	5	7	3.25	Agreed
3.	Admitting a student based on his/her entry requirement sometimes leads to poor placement into the department which is beyond the learners' ability	18	11	4	3	4	3.9	Agreed
4.	It leads to dis-satisfaction on student	15	16	5	2	2	4.0	Agreed
5.	It affects students' year of graduation.	19	16	4	1	0	4.3	Agreed
6.	It makes students to look indifferent among his/her colleagues	9	26	2	0	3	3.9	Agreed
7.	It undermines the value of work, honesty and discipline	15	15	4	2	2	3.8	Agreed
8.	It creates lack of trust in our educational system	16	15	3	4	3	4.0	Agreed
9.	It is difficult to have an accurate/reliable assessment of students' academic achievement	12	22	4	0	2	4.0	Agreed
10.	It leads to general decline in education	7	19	7	2	5	3.5	Agreed
11.	There used to be positive change in behavior Of students who was suspended after. Resumption	21	12	2	2	3	4.1	Agreed

Source: Field Survey 2022.

Decision: Respondents **AGREED** that items 1 - 11 on Table 4.1b constitute the consequences of examination malpractice at the Directorate of Degree Programmes, Affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State: ($\bar{x}$>3.0).

Testing of Hypothesis

Hypothesis: There is no significant difference between the performances of student who participated in the examination malpractice compared to those who did not participate in the directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

Table 4.1.c: Test of difference of students' academic achievement who participated in the examination malpractice compared to those who did not participate from 2017/2018 to 2020/2021 in the directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

Table 4.1c

Group	N	X	DF	P-VALUE	REMARK
Participated	41	2.7673			
			40	0.415	No Sig
N-participated	41	0.97223			

$\alpha - value \leq 0.05$ level of significance

Table 4.1c shows that a p-value of 0.415 was achieved with a degree of freedom of 40 and a significance threshold of 0.05. The null hypothesis, which stated that "there is no significant difference between the performances of students who participated in examination malpractice compared to those who did not participate," has been retained because 0.415 > 0.05 level of significance. This implies that the difference in mean score between students who participated and those who did not participate is negligible; thus, students should avoid examination malpractice because it adds no value to their performance in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

DISCUSSION OF RESULTS

The study examined the causes and consequences of examination malpractice on students' academic achievement in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education, Gashua, Yobe state. The most common forms of examination malpractice are copying answers from pieces of paper, copying answers from

mobile phones, copying answers from palms, copying answers from racks, communicating in the examination hall, and bringing prepared booklets into the examination hall.

Finally, the results also showed that the consequences of examination malpractice on students' academic achievement in the directorate of Degree programs, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashua, Yobe State include that examination malpractice discourages a good student from studying hard, deprives an innocent student from getting admission when applied, admitting a student based on his/her entry requirement leads to poor placement. It is also difficult to have an accurate/reliable assessment of students' academic achievement, which contributes to a general fall in educational standards. Previously, there was a good change in the behavior of students who were suspended after resumption.

CONCLUSION

The outcomes of this study revealed the forms and consequences of examination malpractice among students at the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education, Gashua, Yobe State. It is critical that society, the general public, the government of Yobe State, and Nigeria as a whole stand up and face the challenges posed by this menace; otherwise, the future of our educational system will collapse to the point where our institution's products will be unable to compete with their counterparts around the world.

RECOMMENDATIONS

Even though, the system tried its possible best to curb this crime, little have been achieved in the fight against examination malpractice, the research recommended that:

1. proper orientation to newly admitted students at the appropriate time
2. All students should get a College Handbook.
3. Parents should encourage their children to pursue courses that are within their ability.
4. Parents should not force their children to take a specific course, but rather let them to choose their own.
5. The institution should be fair in selecting questions, conducting exams, marking of answer scripts, and grading of students.
6. Punish erring students according to the College Handbook.
7. Counselors should assist students in setting objectives and addressing personal, social, and academic concerns.
8. Lecturers should increase their preparation to provide quality teaching

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