



Factors Responsible for Students Examination Misconduct in Colleges of Education in Bauchi State, Nigeria

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ABSTRACT

The study was set to determine the factors responsible for students' examination misconduct in colleges of education in Bauchi State, Nigeria. The increased rate of examination misconduct has posed a great threat to the validity and rehabilitation of examination results and certificates, which has led to producing graduates who lack the right types of values and attitudes needed for survival in a globalized economy. The aim of the study was to develop and test a causal model of factors responsible for students' examination, and misconduct in colleges of education in Bauchi State, Nigeria. two research questions and two hypotheses were formulated to guide the study, the hypotheses were tested at a 0.05 level of significance. The population of the study comprised 2889 NCE three students. The Yamane formula was used in the determination of sample size and then simple random sampling was used to select 351 students from the two schools. The instrument used for data collection was tagged Examination Misconduct Assessment Questionnaire (EMAQ). The data collected were analyzed using the path analysis method using SPSS Amos. The findings revealed that the saturated model is not different from the default model. The result also revealed that the school factor has the highest percentage of the direct effect on examination misconduct; while the societal factor has the highest indirect effect on examination misconduct. It was recommended that schools should provide the necessary fund and facilities in order to reduce the rate of examination malpractice.

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INTRODUCTION

Examinations are considered as the basis for promotion to higher classes; a source of motivation for learners for better studies; a basis for prediction about students' future education and job aptitudes. Furthermore, examination serves as a source for the assessment of students' achievement level and assists the teachers to evaluate the effectiveness of their teaching and learning methods for future improvement (Shahid, 2007). Examination is the most practical and useful way to determine the extent to which the students have achieved the instructional objectives in particular course of study as planned. Examination will be valid, trustworthy and free of examinations malpractices that will assess the academic

achievement of students in an excellent and effective way.

According to Adams (2013), it is regrettable that in most countries of the world, the examination system is infected with examination misconducts or wrongdoing. Examination serves as an instrument for decision-making and it always create apprehension, uneasiness and anxiety in the heart of students and some other stakeholders. Therefore many graduates do not adjust themselves when they connect with practical life. Our examination system is defective and having some flaws as it has failed to produce the desired outcomes in view of the rapid and recent advancement in the fields of science and technology (Shah, 1995). Now-a-days, the



culture of malpractices in board examinations is in full swing and every person of the society that is, parents, teachers, students and examination bodies are equally involved in supporting and encouraging the cause of examination malpractices which is a great threat to the education system. Even presently, malpractices are considered the right of the students. Teachers, students and parents are equally responsible for this destructive trend of examination malpractices. Malpractice is a wrong or illegal action demonstrated by an individual while discharging professional responsibilities. Obimba (2002) defined examination malpractice as a corrupt practice and irregular behaviour exhibited by the candidates or any person charged with conduct of examination in or outside the examination hall before, during or after examination are certificates syndrome, political undertone, proliferation of private schools, poor invigilation procedure, and supervisory role of school administrators. Different people had written a lot about this topic, examination misconduct and a lot of reasons had been given. Solomon (2017) outlined and discussed the following as causes for students' involvement in examination misconduct.

The most important factor responsible for examination malpractice is students' personal factor culminating in the desire by the candidate to pass at all cost; and the root cause lays in their lack of confidence and fear of failure or getting low marks, as well as being ill-prepared for the examination. Today, the spirit of dogged attention to study by students in order to pass their examinations on their own without engaging in any form of sharp practice has been thrown to dogs. There is that notion among students of today that nobody can actually pass his/her examination without some external assistance or what they call "ECOMOG" (Adekale, 2013).

The anxiety to get a certificate presentation for a job, in most countries, leads to many candidates trying to acquire it by all forms or means, positively or negatively (Ajibola, 2011). The role of teachers in accomplishing learning is to guide and direct learning to enable the students to achieve the set goals of education. But it is unfortunate that most parents also play a

very important role in students' behaviour and academic performance in school. Most often, some parents fail in their duties to provide necessary materials that will enable their children to learn and when the children are not performing up to expectation, the parents' turnaround to pressurize the students, blame the teachers or resort to fraudulent means to help the students pass examination. Corroborating this view, Denga and Denga (2008) affirmed that some rich parents tend to dangle money before teachers to assist their children to pass internal examination. Some parents also go to the extent of buying life question papers for their children thereby giving the children the impression that the end justifies the means.

The government of the day in Nigeria has also been proved to take indirect active part in examination malpractices. The government of any nation is responsible for proper education of the citizens by providing necessary fund for all government educational agencies but Nigeria government has neglected her own duties of making Nigeria education standard, and the sector is not properly funded (Abdulkareem, 2003). Also, the bodies that would see to the process of examination are not independent and empowered to have its team of investigators and prosecutors. Agbo (2008) affirmed that there is an old saying that "justice delayed is justice denied". Government and its agencies are handling the cases of examination malpractices with kid gloves and the law is seriously recognizing sacred cows. Culprits caught cheating in the examination halls are not made to face the music, hence, the incidence of examination malpractices continue to increase (Maduabum, 2009).

The future of any nation is largely a function of the children who are the leaders of tomorrow and the quality of education they receive. Regrettably, successive governments have neglected the welfare and education of Nigerian children. The decadence in the society is perhaps the result of this neglect. The Nigerian society as it stands today seems to be founded on faulty/fragile education, political, economic, physical and social environment that cannot produce a better tomorrow. The society is bedeviled with social and economic ills such as



corruption, nepotism, “godfatherism”, and cultism. Corruption has posed a serious threat to private and public morality in Nigeria. No one can claim to have all the solutions to the eradication of examination malpractice in Nigeria, Onyibe, Uma and Ibina (2015) believe strongly that the following suggestions will curtail malpractice to the barest minimum.

Statement of the Problem

The goals of national educational systems and indeed national development become like mirage if examination ethics is not encouraged and instituted (Nwadiani, 2005). Till date, examinations still remain the best tool for an objective assessment and evaluation of what learners have achieved after a period of schooling. Hence, any action that undermines examinations poses a great threat to the validity and reliability of examination results and certification. Unfortunately, the process of examination in Nigeria secondary schools has become a “contemporary shame” (Nwadiani, 2005). This is because of the phenomenon of examination malpractice that has become endemic in the educational system. Owing to malpractices in schools, examination results tend to give a false picture of the state of affairs. Examination malpractice is a social evil that can damage society to the extent of possibly leading to a failed state. It has very serious economic, political and social consequences. Examination malpractices render the goals of education invalid. The actualization of the goals of education will continue to be a mirage if the scourge of examination malpractice is not eradicated from the system. The country will end up producing graduates who lack the knowledge, skill and competence to exploit the resources of the nation. Besides, the graduates will lack the right type of values and attitude needed for survival in a globalized economy. Malpractice leads to irreversible loss of credibility, a country that becomes noted for examination malpractice loses international credibility. The implication is that documents emanating from such country will be treated with suspicion. Consequently, certificates awarded by such country's educational institutions are disbelieved. Such country's educational institutions are as good as

dead as far as international cooperation in education is concerned. The fight against corruption cannot succeed if examination malpractice continues to be endemic in the educational system. As leaders of tomorrow who have gone through a school system characterized by academic fraud and dishonesty, the youths of the country will sow and nurture this fraudulent behaviour in any organization they find themselves. They will be destined to a life of crime, fraud and corrupt practices, therefore, the need to investigate into the factors responsible for examination misconduct in Bauchi state colleges of education in Nigeria.

Research Questions

The following questions are posed to guide the study;

1. What are causes of path model responsible for examination misconduct among colleges of education students in Bauchi State?
2. What are the solutions to the issues of examination malpractice among Bauchi State college of education?

Research Hypotheses

1. There is no significant difference between the default model and saturated model of the factors on examination misconduct.
2. There is no significant difference between The direct and indirect effects of the factors on examination misconduct

METHODOLOGY

The research was conducted using survey design. The study was carried in Bauchi State Colleges of Education; Bilyaminu College of Education Dass Bauchi Bauchi State, Aminu Sale College of Education Azare, Sa'adatu Rimi College of Education Bauchi and Climax college of education Bauchi state. The population of this study consists of (1008) lecturer and (701) students. The techniques used for this study was random sampling, where one hundred and fifty (150) respondents were selected at random who participated in the completion of the questionnaire. The researcher determined the participants of the study, what type of information to collect from the available sources, obtained introductory letter from Adamu Tafawa Balewa College of Education kangere, and consider all



ethical issues in data collection process and promise the respondents' confidentiality of their information. Then the researcher used direct delivery and retrieval method in data collection. For the purpose of this study, a questionnaire was adopted. The questionnaire contained thirty (30) items. The researcher used the questionnaire for student in colleges of education in Bauchi States. The Instrument for data

collection was validated by two experts from the field of study. The data collected will be analyzed using mean rating.

RESULT AND DISCUSSION

The results of the study are presented in Tables 1 to 6 below. Table 1 showed the socio-demographic variables

Table 1: Mean responses of the respondents on the causes of exam malpractice among Bauchi State college of education.

S/No.	Items	Mean	Remark
1.	Undue emphasis on paper qualification (struggle to obtain the certificate at all cost) causes examinations malpractice among undergraduate students.	2.96	Agreed
2.	The rush to acquire wealth in the society particularly societal attitude to acclaim and hail those who acquire wealth contribute to the increase in the rate of examination malpractice.	2.86	Agreed
3.	If lecturers show their commitment and do their job well the students will have confidence and face examination without indulging exam malpractice.	2.82	Agreed
4.	Some parents induce lecturers with financial gratification to make sure that their children never fail any course.	3.00	Agreed
5.	Strikes by the academic and non-academic staff makes students to involve in examination malpractice	1.92	Disagreed
6.	Admission practices make students to involve in examinations malpractice.	1.92	Disagreed
7.	Often times some students allow influence of others (peer group) to shape their behaviours to cheat in exams.	2.92	Agreed
8.	Inability of institutions to implement acts and decrees to punish the culprits of examination malpractice continue to increase the menace of examination malpractice.	3.36	Agreed
9.	Questions set by lecturers sometimes encourage students to involve in examination malpractice.	3.28	Agreed

Source: Field Survey, 2022

Table 1 above shows that the respondents agreed with items 1, 2, 3, 4, 7, 8 and 9 with calculated mean score of 2.96, 2.86, 2.82, 3.00, 2.92, 3.36 and 3.28 respectively as courses of Examination malpractices among Bauchi State college of education. However, the

respondents disagreed with item 5 and 6 with calculated mean score of 1.92 and 1.92 respectively. This revealed that industrial action (strike) by academic and non academic staff as well as admission practices has no any relationship with examination malpractices.



Table 2: Mean responses of the respondents on the Solutions to the Issues of Examination Malpractice among Bauchi State college of education

S/No.	Items	Mean	Remark
1.	Adequate checks and screening should be made before students enter the examination hall	3.62	Agreed
2.	Metal detectors or electronic are to be used to check students before examinations	3.67	Agreed
3.	Signal jammers should be used during examinations	3.78	Agreed
4.	CCTV and Cameras should available during examinations	3.87	Agreed
5.	Teachers should have knowledge on how to operate most of these modern technological facilities	3.77	Agreed
6.	The society or community should make effort to stop exam malpractice	3.63	Agreed

Source: Field Survey, 2022

Table 2 above shows a mean of 3.86 which means that respondents strongly agreed to that the society which consist of the authority communities school administrators, Particular teachers have not put all checks in place to make sure that this menace is curbed. Adequate checks and screening should be made before students enter the examination hall, Metal detectors or electronic are to be used to check students before examinations, Signal jammers should be used during examinations, CCTV and Cameras should available during examinations, Teachers should have knowledge on how to operate most of these modern technological facilities, The society or community should make effort to stop exam malpractice

CONCLUSION

The study is on causes, forms and effect examination malpractice among undergraduate students in Bauchi State college of education. However, the study discovered that teachers and students deliberately get involved in examination malpractice even when they know the consequences. In addition, absence of good funding of educational sector and undue advantages that is placed on the Nigerian certificate are the causes of examination malpractice, thereby creating problems for the school students, teachers, community and finally leads to general falling of the standard of education.

RECOMMENDATIONS

In view of the findings of this research work, the recommendations were made;

1. Adequate teaching and learning facilities should be provided. Provision of facilities and equipment enhances conducive teaching and learning students perform well in examination with less stress when the learning and examination requirement are conducive.
2. Examination malpractice can be controlled if emphasis is placed more on continuous assessment rather than final examination.
3. Mere possession of certificates for employment should be discouraged. Applicants should be made to defend their certificates as well. There should be oral and on the job interview for people to defend whatever certificate they hold.
4. Multiple sets of question papers should be used to ensure that all students do not get the same question paper.
5. Parents have a vital role to play in their children education. As a parent, you have to pay attention to your child's education, because you are your child's first and most important teacher, especially Mothers! Mothers spend most of their time taking care of the children she knows them more than the father. So, mothers should pay attention to them.



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