

Examination malpractices: an indisciplinary act towards a societal ruin, causes, agents, control and the way forward

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Abstract

Examination Malpractices as an indisciplinary act towards a societal ruin was surveyed. Findings of this study presented examination malpractices as an act capable of dragging the society into ruin. Results of the statistical analysis were significant ($p < 0.005$), proofing examination malpractices as an act been perpetrated in schools for the benefit of the parties involved. Different forms, causes and agents of examination malpractices have been identified, seeking a control guide where these factors can be tackled for the benefit of the Nigerian society and the world at large. The mode of life contrary to societal development has been identified as indiscipline with characteristics, which do not conform to the development of the environment. The regular violations of school rules, constant violence been experienced in the country today, turn-down of court orders, broken homes, including loss of respect for Humanity, metamorphoses from indiscipline, from one stage/form to the other. The Research finding further revealed that this act is one of the possible reasons for some level of underdevelopment been experienced in some of the developing countries like Nigeria. Tackling indisciplinary acts like examination malpractice can help to revive a society's morals, including her economic status, where development can be sustainable for the benefit of the present and unborn generations, and to create an ideal society where human dignity and respect for academics as one of the factors for strong economic development can prevail. Recommendations of this survey include good home training and upbringing, leadership by example, engagement of an individual in life rewarding activities to exit idleness, including setting of realistic rules guiding the act of examination malpractice as an act of indiscipline.

Keywords: Examination Malpractice; Societal Ruin; Underdevelopment; Educational Advancement, In disciplinary Act.

1. Introduction

1.1. Background to the study

Over the years, mankind has always sought for approaches to distinguish between levels of intelligence. One of the approaches so developed include examination. Examination has been looked at as an avenue to ascertain the learners' level of understanding and how much a subject area has been grasped in a particular field. Findings of Hornby [1] looks at examination in a view of a test of the learner's knowledge in his/her area of study using, questioning and answering method, research findings of Balogun [2] further looks at examination as an evaluation process, with the aim of drawing conclusion on the extent of knowledge a learner has acquired within a given time frame. Examination can take-on different forms; oral, written, practical, including the combination of oral-written, oral-practical and oral-written- practical examination. A learner can be accessed through examination internally or externally. Examination malpractice as reported by Adedokun [3] include misconduct to rules guiding an examination.

Examination malpractice is any action knowingly or unknowingly perpetuated in school with the aim of distorting the true reflection and outcome/ aim of examination. These actions may be before, during or after an examination has taken place. Problems of examination malpractice have been widely spread, hitting all corners of

academics with its effect being experience in poor managerial skill and inability to lead/teach subject area of claim mastery. The current trend of examination malpractice is alarming, calling for proper/consistent check on our educational system. A study by Ruwa [4] looked back into 1914, where he reported 25% of students of the University of Maiduguri admitting to have in one form or the other engaged in examination malpractices. Cases of examination malpractices have been reported widely in Nigeria's academics, pointing at a clear view that whenever examination is mentioned, its malpractice is the first point been talked about, becoming an epidemic in the Nigerian educational system. Several effects of examination malpractices can be seen in our society today, ranging from poor performance in the workplace to fear for vigorous/more rewarding academic activities. Learners waste a lot of time doing unnecessary things even when an examination is closely approaching, with a heart-full of predetermined intension to indulge in one form of malpractice before, during or after an examination, parading fake success, which today is capable and is gradually dragging the society towards ruin. To combat this trend, then a prompt and consistent action is needed, this has been the effort of the Nigerian government to make examination credible for effective/productive economic growth, this resulted in the 1984 Decree and revised 1999 decrees of examination malpractices, stating jail sentences and fine of N50, 000.00 to N100.000.00 for indulging in examination malpractices. Despite the law, exam-

ination malpractice has been on the increase, creating doubt in certificate acceptance among other impacts.

1.2. Statement of the problem

Examination Malpractice (EM) has been identified as an endemic cause of low quality education with its causes linked to low moral standard in schools, candidates' fear of failure, the learner/student lack of confidence in themselves, inability to understand lessons been taught due to poor teaching-learning environment, the teachers' inability to teach effectively/productively including laziness of the learners. Findings of Ruwa [4] stated that university lecturers are of the opinion that inadequate teaching/learning facility, including fear of failure by students is among the factors responsible for the increase in examination malpractice. Findings of Fayombo [5] presented examination malpractice as having both psychological and sociological causes: stating, over dependence on the paper certificate with some holders being unable to defend their qualification. Research of Okwilagwe [6] further stated absence of interest in non-intellectual factors as being one of the forces driving examination malpractices, presenting a view that man is made up of intellectual, emotional, affective and psychological traits and these traits must be catered for by the school. Agents of examination malpractices have been identified and include parents/guidance and the society. The mode of life contrary to societal development is regarded as indiscipline, it involves acts that do not conform to societal values, norms and nature of the environment. In the school environment, indiscipline can be said to be the unwillingness of the learners to pay respect, observe and obey constituted authority [7].

In the findings of Akindiji [8] adapted from Nwakoby [9] indiscipline is looked at as a misbehavior/misconduct of both physical act and act perpetuated from the mind, presenting indiscipline as disregard to a given standard of behavior, rules, including regulations in a given social system. Anytime there occurs to be negligence to laid-down norms, culture, traditions, including values of a given social system, then there is indiscipline involved. Learners this-days are increasingly portraying behavior that are not conformed with rules and regulations in a given school. This is also one of the possible causes driving the increase of examination malpractices in our school system. As part of the effort to control in-disciplinary acts in school, Ozigi and Canlan [10] cited by Oyetubo and Olaiya [11] presented the following factors as causes driving the act of indiscipline: emphasis laid on democracy with right and freedom of the individual; failure of the adult both in the society and in the school to set standard of good behavior for young men and women to follow; the failure of many homes to provide basic and essential moral training in the upbringing of the children, including the failure of parents to set good examples. The regular cases of violation of school rules and regulation, constant violence being experienced in our society, including turn-down of court orders, broken homes, loss of respect for humanity and other forms of actions capable of dragging the society in ruin are as a result of in disciplinary act piled-up over the years.

1.3. Purpose of the study

The primary purpose of this investigation include:

- 1) Seeking ways examination malpractices can be controlled by presenting the effect/impact of examination malpractice as been capable of dragging the society into ruin.
- 2) To proffer solution and contribute to the existing knowledge on the causes, agents and control measures for examination malpractices.

2. Hypotheses

- 1) There is no significance difference in examination malpractice as a contributory factor to be societal ruin.

- 2) There is no significance difference in forms and causes of examination malpractice in school and how it relates/contribute to underdevelopment.

3. Methodology

The study was a descriptive survey design. The population consisted of locals (teachers/students of Secondary School) in Obubra Local Government Area of Cross River State. A purposive sampling technique was used to select the community while a stratified random sampling technique was used to select a participant. The questionnaires were drawn on a 2 point likert scale ranging Agree and Disagree.

Two questionnaires were administered:

- i). Effect of EM, dragging the society into ruin and
- ii). Forms of EM perpetrated in schools, relating to underdevelopment of the country.

4. Administration

The instrument was personally administered to the participants by the researchers. The community that was administered was visited twice a week, every Tuesday and Friday for six weeks. One hundred (100) questionnaires administered were returned and used for this study.

5. Data analysis

Data was collected and analyzed using frequency counts, percentages, mean and t-test to describe the data. All hypotheses were tested at 0.05 level of significance. The face and content validity of the instrument were determined by an expert in the field of Measurement and Evaluation in the Department of Educational Foundation, FCT College of Education Zuba-Abuja, Nigeria.

HYPOTHESIS 1: There is no significant difference in examination malpractice as a contributory factor to be societal ruin.

The responses of the locals to each item on the effect of EM questionnaire is presented in (Table 1)

Table 1: Impact/Effect of EM, Dragging the Society towards Ruin

S/N	Factor	Agreed	Disagreed
1.	Poor performance in work place	89.5	10.5
2.	Poor communication and evaluation skills	87.5	12.5
3.	Inadequate/lack of self esteem	92.5	7.5
4.	Inability to evaluate or give sound judgment	85.0	15.0
5.	Inability to teach subject area of claim mastery/study	100	0
6.	Ineffective leadership	70.5	29.5
7.	Engagement of young generations in the act of examination malpractice	89.0	11.0
8.	Disregard for academic hard work and novelty	93.5	6.5
9.	Inability to face future challenges and academically unproductive	92.0	8.0
10.	Fear for vigorous and more rewarding academic work	96.0	4.0

Mean score = 89.55 Standard Deviation = 7.54 N = 100.

Analysis of the poor performance in workplace shows that examination malpractice is capable of resulting in poor performance of an individual who must have indulged in examination malpractice before getting an employment, presenting a value of (89.5%) which stands above the respondent who disagreed, as presented in (Table 1 and Figure 1/2). Hence, proving the negative effect/impact of examination malpractices in dragging our society towards ruin.

There exist a relationship between poor communication and evaluation skills and poor performance in a workplace, presenting values at (89.5 and 87.5) respectively, thereby indicating a view

that the effect/impact of EM can still be felt long after an individual leave's school. Similarly, a total of 100% of the respondent also attributed inability to teach subject area of claimed mastery/study as a result of the individual been a product of EM. (92%) of the respondents agreed to the view that inability to face future challenges and been academically unproductive is attributed to such individual been a product of examination malpractice, 96% of the fear for vigorous and more rewarding academic work seen today in our society may have emerge out of examination malpractices. However, 29.5% of the respondent disagreed with a view that ineffective leadership is not a product of EM, while

70.5% agreed, clearly, pointing to a view that ineffective leadership could be linked to such as individual been academically doll and may have indulged in EM, hence, suggesting that for an individual to function effectively/productively in school and after school study, he/she should be put into intensive study, including the use of regular assignment, classroom test and the use of continuous assessment. This view confirms the research findings of Akanni and Bankole [12] where their research stated the use of continuous assignment to combat examination malpractice.

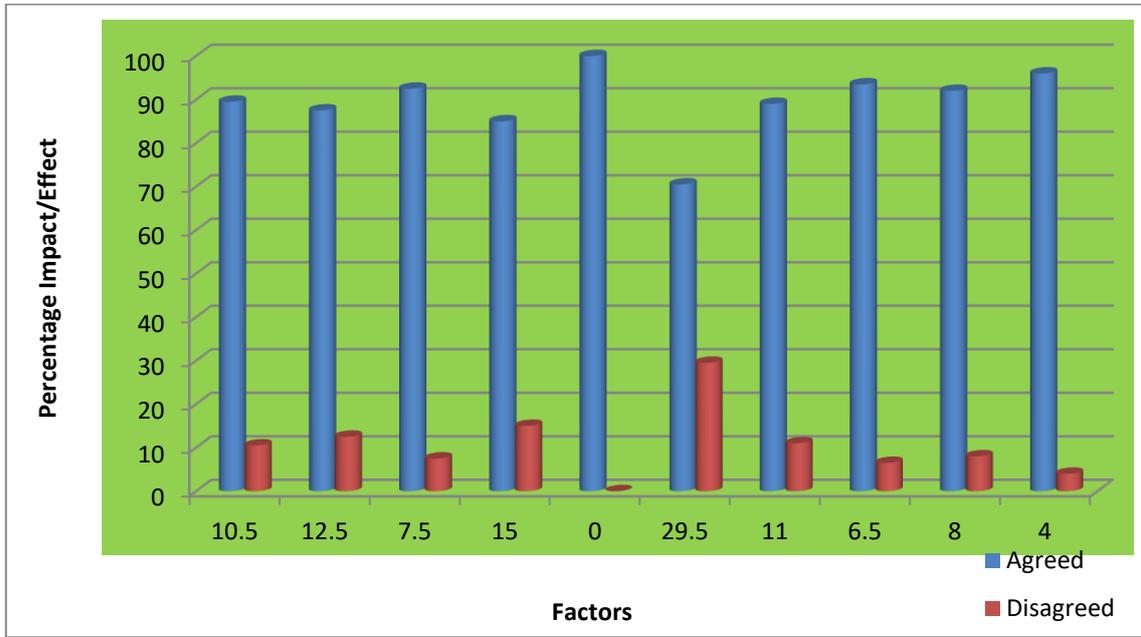


Fig. 1: Impact/Effect of Examination Malpractice on the Society.

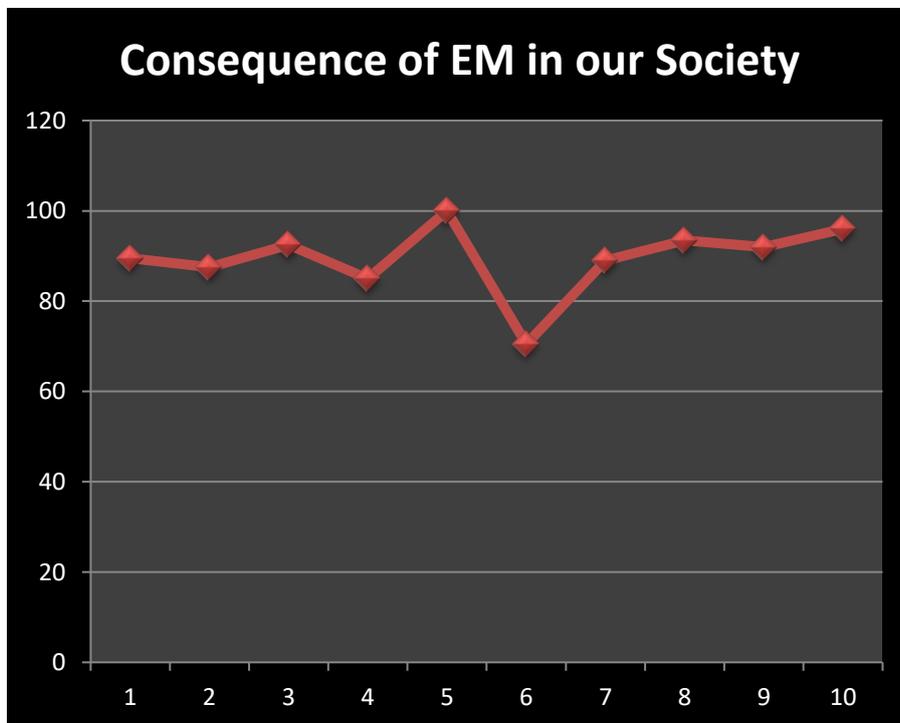


Fig. 2: Consequence of Examination Malpractice in Our Society.

HYPOTHESIS 2: There is no significant difference in the forms of examination malpractices in schools and how it relates to underdevelopment.

Result of the survey in (table 2 and represented in Figure 3) presented the different forms and causes of examination malpractice, pointing-out it effect/impact on the Nigerian society. Over-

dependence on paper qualification has been proven as one of the factors driving the increase in examination malpractice as presented in (table 2) where 93.8% of the respondents agreed that it impact is one the factors driving underdevelopment in the country. Poor teaching-learning environment has been identified as one of the contributory factors fueling examination malpractices, with

94.5% views pointing to it as a part of the factors contributing to underdevelopment. Lack of confidence by candidates has been identified as yet another factor causing examination malpractices and it impact been a contributory factor to underdevelopment. Inadequate or ineffective supervision of examination was also identified as a contributory factor driving examination malpractice with 59.0% of the respondents agreeing, although 41.0% of the respondent disagreed. Loss of societal values/immorality was

identified as been included among the causes of examination malpractices. Collaborative copying, with swapping of scripts in an exams hall was further identified as form of examination malpractice with 89.8% of the respondents agreeing that it is a contributory factor to underdevelopment.

Table 2: Forms/Cause of Examination Malpractice in School and How It Relates to Underdevelopment

S/N	Factor	Agreed	Disagreed
1.	Over dependence on paper qualification, with parading of flashy certificates/degree with high grades without ability to defend it: does it lead to underdevelopment in the country?	93.8	6.2
2.	Poor teaching-learning environment with inability of the leaners to understand the lesson: does it lead to underdevelopment in the country?	94.5	5.5
3.	Lack of confidence by the candidate linked to poor learning and practice: does it link to underdevelopment in the country?	89.9	10.1
4.	Inadequate or ineffective supervision of examination: does it lead underdevelopment in the country?	59.0	41.0
5.	Loss of societal values/immorality: does it lead to underdevelopment in the country?	50.3	49.7
6.	Collaborative copying, with swapping of scripts in an examination: does it lead to underdevelopment in the country?	89.8	10.2
7.	Buying or procurement of question/answer papers prior to the examination: does it lead to underdevelopment in the country?	70.0	30.0
8.	Impersonation: does impersonation lead to underdevelopment in the country?	60.1	39.9
9.	Mass cheating with permission from exams invigilators or monitoring agent: Does it lead to underdevelopment in the country?	69.3	30.7
10.	Intimidation of timid invigilator for the aim of cheating: does it lead to underdevelopment?	53.9	46.1

Means score = 73.06 Standard Deviation = 16.51 N= 10

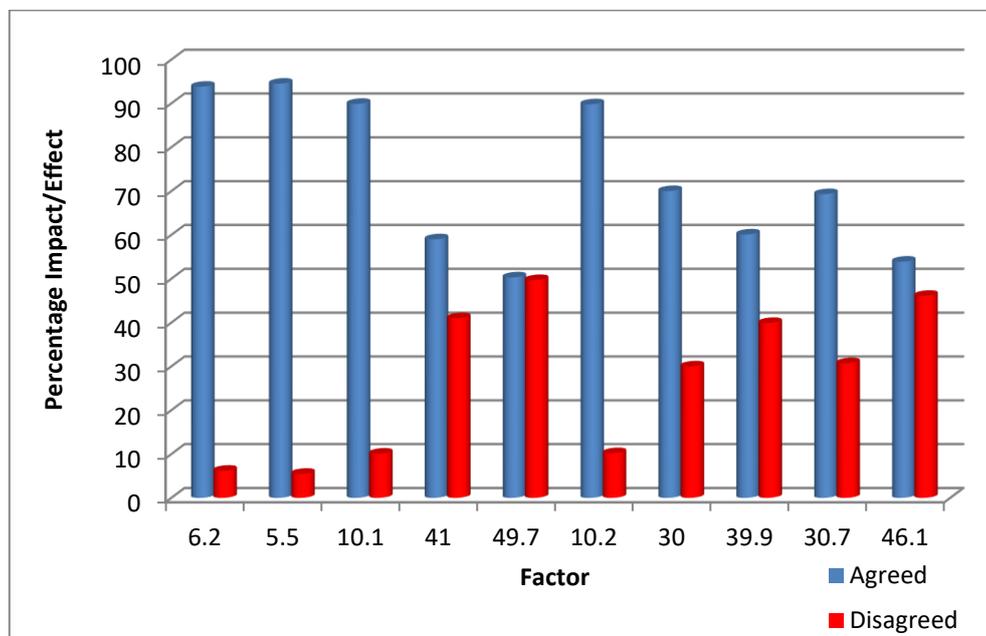


Fig. 3: Forms/Causes of Examination Malpractice.

Buying or procurement of question/answer paper has been pointed out as a form of examination malpractice, with 70% positive responds, pointing to this act of indiscipline, as one of the contributing factors leading to underdevelopment in the country. Impersonation, mass cheating including intimidation of timid invigilator has been identified and confirmed as forms of examination malpractice, stating, that they play one role or the other in the downward movement towards societal ruin. This finding agrees with the

research of Ozigi and Canlan [10]; Oyetubo and Olaiya [11], where their research presented indisciplinary act including examination malpractices as an act driving the society toward ruin. (Figure 4) presents the percentage of respondents agreeing that EM is caused by factors such as over dependent on paper qualification and exist in forms like mass cheating including Collaborative copying.

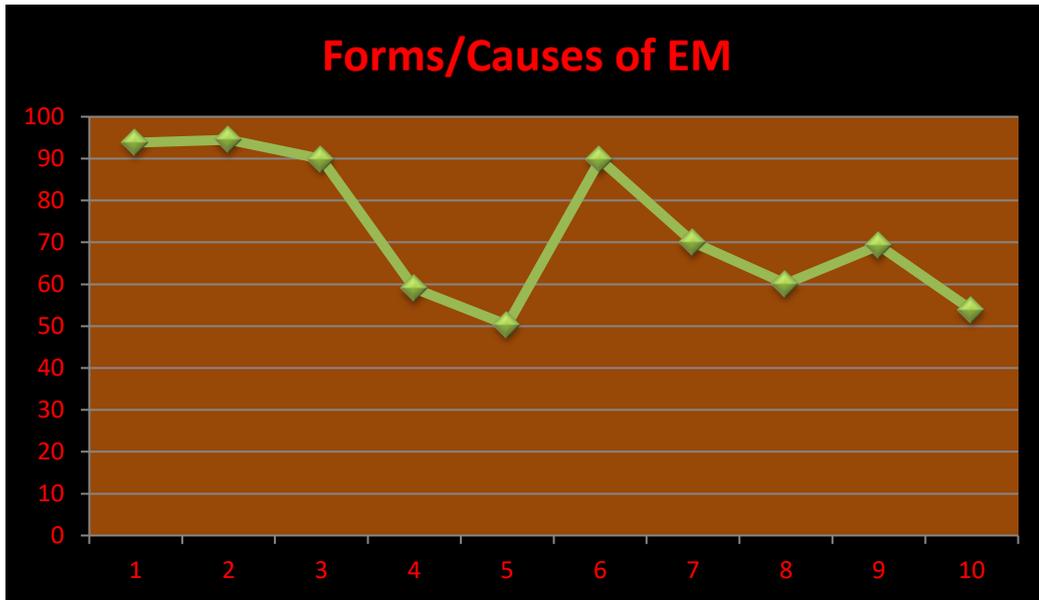


Fig. 4: How Examination Malpractice Is Caused and Carried Out in Our Society.

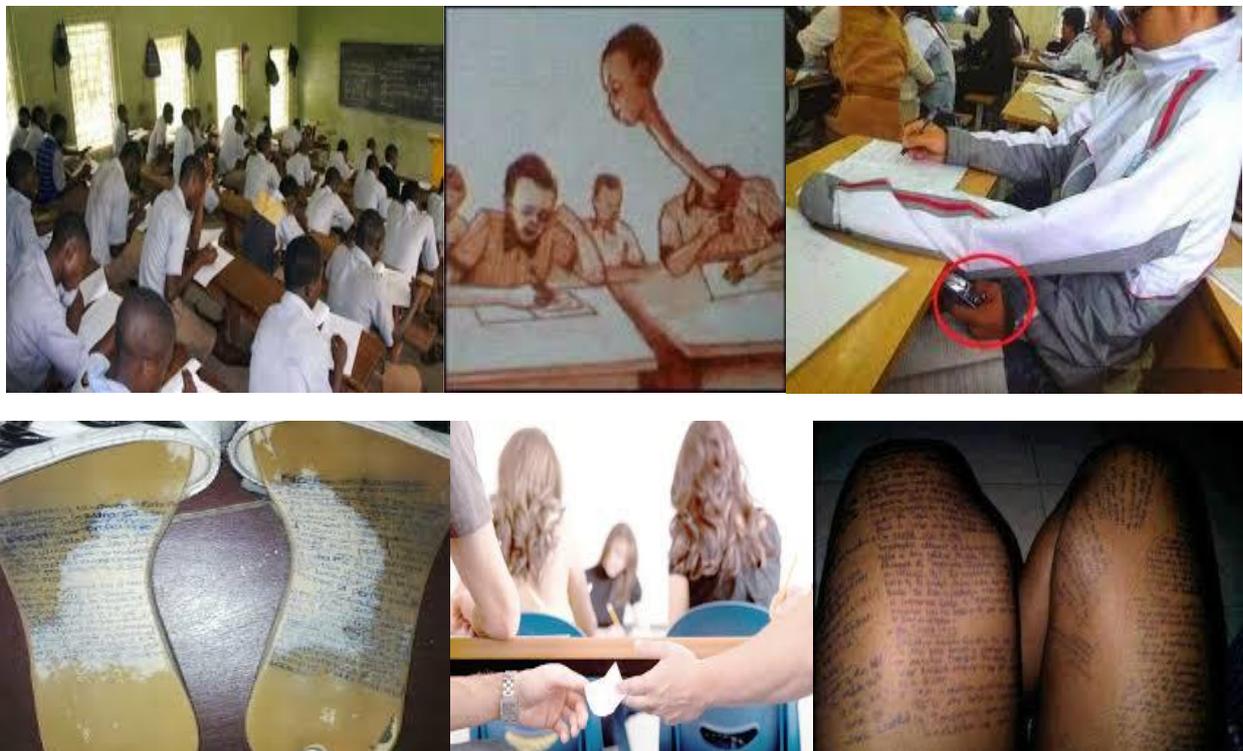


Fig. 5: Pictures of Act of Examination Malpractices.

6. Discussion of results

Table 3: T-Test Comparison to Test the Hypothesis

FACTORS			T	T (TABLE
	MEAN	S.D	(CAL)	VALUE)
Impact/effect of EM towards societal ruin	89.55	7.54	6.76	2.26
Forms/causes of EM in school and its relationship to underdevelopment	73.06	16.51		

df = 9 significant level = 0.05.

The result showed that impact/effect of EM toward societal ruined was significant ($P < 0.05$), indicating that EM is capable of destroying the society. Presenting a mean score at 89.55 standard deviation (S.D) of (7.54) and T-cal value of (6.76) which stands above the tabulated value, proving this view as valid, thereby confirm-

ing the researcher's findings of vanguard [13]; Ogwuda [14]; komolate and Ajao [15]; Yarson [16]; Idu and Ojedapo [17] where their research stated the problem of indiscipline, including examination malpractice been a force dragging the society down towards ruin. These factors identified: Poor performance in workplace, disregard for academic hard-work and novelty, including fear for vigorous and more rewarding academic work can be reduced, with the aim of creating an ideal environment for learning alongside catering for the welfare/safety of staffs, this findings further agree with the research of Gaustard [18] stating staff safety and enabling learning environment as factors to be kept in mind to flame-up measures to cut-down in-disciplinary acts especially in schools.

Statistical analysis presented forms/causes of EM as valid, presenting a mean score of 73.06 and S.D value of (16.51) at T-cal value, which stands over the tabulated value of (2.26), hence, indicating a view that forms/acts of EM like collaborative copying, mass cheating, including impersonation as acts capable of driving

the society towards ruin, thereby, indicating that act of indiscipline with it causes and forms can be ascertained and control in other to safe our society, which is moving towards ruin. This agrees with the submission of Paul [19]; Deauke [20]; Davis-Johnson [21] which stated acts of indiscipline like examination malpractice been able to control by the society with appropriate measures like positive teacher-learner relationship, clear guide-lines/rules including behavior modeling.

7. Conclusion

Based on the findings of this study, it is concluded that:

- 1) Examination malpractice is an act capable of dragging the society towards ruin.
- 2) Poor performance in workplace; disregard for academic hard-work and novelty including fear for vigorous and more rewarding academic work has been identified as some of the impact of examination malpractices.
- 3) Over dependence on paper qualification, lack of confidence by the candidate due to poor studies, including loss of societal values has been identified as causes of examination malpractices.
- 4) Collaborative copying, procurement of question/answer paper, mass cheating including intimidation of timid invigilator has been identified as forms of examination malpractices.
- 5) Statistical analysis proves the act of indiscipline as valid, presenting a view that these acts can be control in-other to safe our drowning society.

8. Recommendation

- 1) As parts of the effort to control the act of examination malpractice's parent/guidances are encouraged to give their children/wards good home training and upbringing.
- 2) Modeling behavior and leadership by example is recommended.
- 3) An individual (child, adolescence, adult) should be engaged to partake in life rewarding activities to exit idleness instead of wasting time where he/she was supposed to be studying.
- 4) Setting of realistic rules guiding the act of examination malpractice as part of disciplinary acts in-other to curtail the menace in our society.
- 5) In-disciplinary act like examination malpractice should be regularly monitored, and culprit vigorously dealt with in accordance with laid-down rules and regulations guiding the act.
- 6) A wholesome approach in management of students' indiscipline should be adopted by school administrators and examination bodies.
- 7) As civilization and technology hit all aspects of human endeavor, examination malpractices kept getting modernized with technology, hence, sensitive device is also recommended in tracking students indulging in EM, especially at the entrance point into the exams' hall and during an examination hour.

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