



**AN IN-DEPTH EVALUATION ON THE ISSUES OF EXAMINATION
MALPRACTICES IN NATIONAL TEACHERS' INSTITUTE, RIMI COLLEGE
STUDY CENTRE, KADUNA, NIGERIA**
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ABSTRACT

“ An in-depth evaluation on the issue of examination malpractices in National Teachers' Institute, Rimi College Study Centre, Kaduna ” has the following objectives: finding the level and dimension of examination malpractices and the effectiveness or otherwise of NTI examination malpractice deterrence mechanism among the 2020 postgraduate students of NTI, Rimi College Study Centre, Kaduna. Purposeful random sampling was employed in which questionnaire, tagged; National Teachers' Institute Postgraduate Diploma Examination Malpractice Questionnaire (NTIPDEMO) was adopted for data generation. The research findings showed that the level of examination malpractices was high in the centre. It also revealed the dimension of examination malpractices in form of collusion among students. However, unnecessary leniency instead of reinforcement measures on the cheats and inadequate number of invigilators and distraction of invigilators' attention by GSM or discussion with just arrived supervisor(s) tend to negate the effectiveness of the examination deterrence mechanism. The work recommended that, a sitting arrangement, spacious enough to discourage exchange of cheat or any subdued discussion between examinees, should be provided during NTI examinations. Similarly, selection of invigilators and their supervisors by NTI should be practically guided by objectivity and, that, only those who are known to be serious based on their tract records should be selected for the work. NTI must equally employ the services of CCTV and recorders during its examination. And, that, any staff/examination invigilator that has been found to be aiding malpractice during examination should be punished accordingly.

Key words: Examination, Malpractice, Cheat, Dimension, Deterrence, Respondent

1.0 Introduction

The examination malpractice which was first discovered in Nigeria during the Cambridge examination paper of 1914 have been a cogwheel to the true assessment and evaluation of learners in today's school system. Consequently, many efforts were

made to attack this plague in the national educational system. In 1985, military government of Nigeria enacted Decree No. 21 which was subsequently enacted Act No.33 of the 1999 constitution of the Federal Republic of Nigeria (as amended). This prescribed punishment for examination offenders that ranged from cancellation of results to jailing. However these laws

suffered inconsistencies due to lackadaisical attitude of public officials.

This had made the problem of examination malpractice to remain unabated and spread to all educational levels with candidates taking Senior Secondary School Certificate Examinations (SSCE) championing the crusade. Collective failure of stakeholder within and outside government to come with sustainable practical solution has given the menace spree even in the institutions of higher learning. For smooth running of examination free of malpractice, stakeholders came with mechanism that sought to plan and manage examination so that ethical consideration will take centre stage instead of illegalities and misconducts. Examination management is the process or act of planning, organizing and administering examination. It spans from classroom teaching, setting of examination questions, administration of examination, marking or grading, to the issuance of certificate Chikwe, C. K. & Ogidi, R.C. (2018).

Despite this effort, examination malpractices have become common among Nigerian schools including institutes of higher learning from where prospective teachers were produced. These prospective teachers who did not hold Bachelor of Education certificate were made to undergo remedial courses on pedagogy in some institutes like National Teachers' Institute, Kaduna (NTI). For quality assurance, NTI put in place stringent condition upon which examinations were conducted (NTI, Reviewed 2018). Facilitators and examination administrators were required to marshal and organize both material and human resources needed for smooth examination conduct. Therefore quality of examination management dictated the occurrence or nonoccurrence/level of malpractices or cheating in a typical examination. Invigilators must, during the examination maintain and enforce the integrity of the examination process particularly in the environment of teacher-

training institutes like National Teachers' Institute, Kaduna where in-service teachers were trained. This would not only ensure effective assessment of and production of quality teachers, but inevitably set a phase for effectiveness and reliability of examination management mechanism that minimizes if not hinders occurrence of examination malpractices in Rimi College Study Centre, National Teachers' Institute, Kaduna. Effective examination management and examination misconduct were antithetical identical issues that negated each other. In fact, effective examination deterrence mechanism minimized, if not hindered examination malpractice. This research seeks to, if any, establish, describe trend and dimension of examination malpractices *vis-à-vis* effectiveness or otherwise of examination management/examination malpractices deterrence mechanism in Rimi College Study Centre, National Teachers' Institute, Kaduna during the 2020 exams.

2.0 Literature Review

Examination was one of the means of evaluating the attainment or otherwise of behavioral objectives in any given teaching and learning environment. On the other hand, malpractice is an illegal, unethical or immoral behavior exhibited by professionals or officials which resulted to failure in fulfilling responsibilities attached to that profession or position. (Microsoft Encarta Dictionary, 2009 © 1993-2008)

Thus, examination malpractice was an unlawful behavior or activity engaged in by students in order to have personal advantage in an examination over their colleagues or mates who were taking the same examination. It was usually committed before, during or after the examination. Examination malpractice can also be seen as all forms of cheating which directly or indirectly falsify ability of the students. It refers to counter practice that is against the ethics of examination Davies Kelvin Udim, & Umar Abubakar et al. (2018)

This current research was framed on the

Theory of Planned Behavior (TPB) on one side and, the Gestalt Psychologists' conception on the other. The theory of Planned Behavior understood that examination malpractice was an attitude and norm among both students and teachers. Examination malpractice was committed based on the participants' belief that their misconduct or cheating will not be reported by other students and that the control measures against the misconduct from the teachers were equally unserious and loose. These attitudes of the students and the teachers and even the outcome of the menace indicated general acceptance of the behavior (Thomas H. Stone, I.M. Jawahar and Jennifer L. Kisamore, 2009). On the gestalt psychologist's belief, examination malpractice was a practice that prospered on a well-planned organized environment. That the intention of the unguided students to cheat and the general examination environment (attitude of non-misconduct participants' students and unserious invigilation) provided the right stimuli to participants students who responded by means of cheatings (National Teachers' Institute, Kaduna).

Additionally, socialization in today's life (in the formal or informal sectors) was being rolled on profane philosophy that systematically removed theological values from today's career. Religious consolation in trying time was replaced by naked fraudulent means of attaining success. This introduced improprieties in our dealings that tended to question our standard as social product. This was very clear as almost everybody was trying to secure certificate where the prerequisite cognitive trait did not warrant. This led to nothing but crimes and of course reduced standard in the

way examination-a means through which certificate is acquired in Nigeria-was conducted. This introduced many students to the deviant and anti-social act of examination malpractice (M. Harralambos).

3.0 Methodology

3.1 Research Design:

This research considered descriptive research survey type in which data was gathered through questionnaire from students, teachers and invigilators of postgraduate students of National Teachers' Institute, Kaduna, Rimi College Study Centre, Kaduna. The instrument was tested by selecting and engaging some senior secondary school students within the metropolis.

3.2 Population

The target population of this research included facilitators, invigilators and postgraduate students of NTI Rimi Collage Study Centre, Kaduna numbering 231.

3.3 Sample

This research sampled 25 respondents from the targeted population for information gathering.

3.4 Sampling Technique

Purposeful random sampling technique was used in drawing the sample from total population.

3.5 Instrument for Data Collection

Questionnaire was used as an instrument for data generation in this the study.

4.1 Results

The collected data are analyzed and presented in form of frequency and percentage.

Status	Frequency	Percentage
Students	19	76
Facilitator	3	12
Invigilator	2	8
No Response	1	4
Total	25	100

Table 1 above shows that 1 (4%) respondent did not respond to the question, 19 (76%) of the respondents were students, 3 (12%) of the respondents were facilitator and 2 (8%) of the respondents were invigilators.

Table 2: Educational Qualification of the Respondents

Higher Education Qualification	Frequency	Percentage
1 st Degree/HND	16	64
2 nd Degree	8	32
No Response	1	4
Total	25	100

Table 2 above indicates that 16 (64%) respondents were graduates of 1st degree and HND respectively, 8 (32%) of the respondents second degree of education and 1(4%) respondent did not respond to the question.

Table 3: Responses to the Questions asked by the Respondents

Questions on This Table Are Answered by Indicating Yes Or NO									
S/N	Variables	Frequency				Percentage			
		Yes	No	No Response	Total	Yes	No	No Response	Total
1	Did you ever assist your colleague during NTI exams?	17	7	1	25	68	28	4	100
2	Did you ever seek for favour during NTI exams?	8	16	1	25	32	64	4	100
3	Did you ever notice exams malpractice among your NTI class colleagues?	14	10	1	25	56	40	4	100
4	Have you ever noticed invigilator arrested a cheat during NTI exams?	19	6	NIL	25	76	24	NIL	100
4(a)	Did invigilator comment on the cheat paper?	1	20	4	25	4	80	16	100
4(b)	_____	9	14	2	25	36	56	8	100
4(c)	Was the cheat's script confiscated and later returned?	20	4	1	25	80	16	4	100
4(d)	Was the cheat moved to another seat?	19	5	1	25	76	20	4	100
5	Do you think invigilation during NTI exams was effective enough to deter cheating?	15	10	NIL	25	60	40	NIL	100
6	Tick one of the following that you think impedes effective invigilation during NTI exams?								
6(a)	Inadequate number of invigilators	6	17	2	25	24	68	8	100
6(b)	Distraction of invigilator's attention by mobile phone or presence of supervisors.	4	19	2	25	16	76	8	100
6(c)	All of the above	13	10	2	25	52	40	8	100

Table 4: Responses to the Questions asked by the Respondents

Questions on This Table Are Answered by Indicating Effective Or Ineffective									
S/N	Variables	Frequency				Percentage			
		Effective	Ineffective	No Response	Total	Effective	Ineffective	No Response	Total
1	What among the following boxes describes nature of NTI exams invigilation	14	11	NIL	25	56	44	NIL	100
2	How can you generally rate invigilation during NTI exams	10	15	NIL	25	40	60	NIL	100

Table 4 above shows that 17 respondents (68%) ever assisted their colleagues, 7 respondents (28%) of them did not assist during NTI exams. Accordingly, 1 respondent (4%) did not respond to the question.

Similarly, 16 respondents (64%) did not seek for favour during exams; 8 respondents (32%) sought for favour during exam and 1 respondent (4%) returned his questionnaire without response.

The table also revealed that 14 (56%) respondents ever noticed exams malpractices among their colleagues, 10 respondents (40%) did not notice while 1 respondent (4%) did not indicate any response.

19 respondents (76%) and 6 (24%) respondents admit to the knowledge and the ignorance of the arrest of cheats by invigilators during the 2020 NTI exam respectively.

The responses also shows that 20 respondents (80%) acknowledge that invigilator did not commented on the arrested cheats' scripts, 4 respondents (16%) returned their questionnaires without responses; and only 1 (4%) acknowledges to the notice of invigilator commenting on cheats' scripts.

Equally, 14 (56%) respondents admit that cheats scripts were not confiscated and denied writing the exam further. While 9 respondents (36%) admit that the cheats' scripts were confiscated and denied writing the exam, 2 respondents (8%) returned their questionnaires without responses. Similarly, 20 (80%) respondents witness the returning of cheats their scripts after confiscation. While 4 respondents (16%) did not witness, 1 (4%) respondent shows indifference to the question. However the witnessing of the arrest of cheats by the respondents, 19 respondents (76%) admit that the cheats were only moved other seats, 5 respondents (20%) did not and 1 respondent (4%) returned his questionnaire without response.

The responses also reveal that 15 (60%) respondents acknowledge that the NTI 2020 invigilation exercise was effective enough to deter cheating during exams. Of the respondents, 10 (40%) respondents disagree that it could not deter cheating.

The response shows that 6 respondents (24%) and 17 respondents (68%) believe that inadequate invigilators impedes and did not impede effective invigilation respectively. Still 2 respondents (8%) maintained neutral ground on the question.

Similarly, distraction of invigilator's attention during exams by either mobile phone or just arrived supervisor (s) affects the quality of invigilation. This was the view of 4 (16%) respondents which was disputed by 19 (76%) respondents. However, 2 (8%) respondents maintained neutral ground on the question. 13 respondents (52%) and 10 respondents (40%) agree and disagree that both inadequate number of invigilators and distraction of their attention could affect quality of invigilation respectively. 2 respondents (8%) returned their questionnaire without responses.

The questionnaire also indicated 14 (64%) respondents described NTI invigilation as effective, while 11 (44%) respondents describe it as ineffective. However, 10 (40%) respondents and 15 (60%) respondent rate NTI invigilation as effective and ineffective respectively. In the same vein, 9 (36%) respondents and 16 (64%) respondents describe the level of examination malpractices among NTI students as high and low respectively.

4.2 Answers to Research Questions

4.2.1 Research Question Number One: What is the level of examination malpractice among the 2020 NTI postgraduate students of Rimi College Study Centre, Kaduna?

Based on the research findings and responses on questions 1, 2, 3 and 4; the level of examination malpractices among 2020 NTI postgraduate students of Rimi College Study Centre, Kaduna is high. This is indicated by 17 (68%) respondents, 8 (32%) respondents, 14 (56%) respondents and 19 (76%) respondents consecutively.

4.2.2 Research Question Number Two: What are the trend and dimension of examination malpractice in the Rimi Collage Study Centre?

Based on research findings under question number one and two; 17 (68%) respondents and 8 (32%) respondents respectively. These indicates that the trend and dimension of examination malpractices among majority of

2020 NTI postgraduate students is collusion. This indicates maturity in the way and dimension of cheating in the centre.

Additionally, based on research findings under (c) and (d) of question 4 that have the following responses 20 (80%) respondents and 19 (76%) respondents respectively. This revealed inundated leniency and unethicness in the pattern and dimension of NTI invigilation (management) during 2020 exams in Rimi College NTI Study Centre, Kaduna; since cheats were not ethically reinforced (punished).

4.2.3 Research Question Number Three:

What is the effectiveness of examination malpractice deterrence mechanism during the 2020 exams in Rimi College NTI Study Centre, Kaduna?

Based on the research findings as revealed by questions number 4 and 1 on tables 4 and 5 above respectively; 19 (76%) respondents and 14 (56%) respondents shows that NTI examination deterrence mechanism during the 2020 exams in Rimi College Study Centre, Kaduna is effective. This is notwithstanding 13 (52%) respondents who indicate that distraction of invigilators' attention and inadequate number of invigilators interfered with its effectiveness.

4.2.4 Discussion of findings

Responses to research question number one showed that level of examination malpractices among the 2020 postgraduate students of Rimi College Study Centre, Kaduna was high. This finding corresponded with (Goodluck Ifijeh, Happiness Michael-Onuoha, Julie Ilogho and Ifeakachuku Osinulu 2015) *work's finding*. *Th* Goodluck Ifijeh et al. *work's found out that the* magnitude of examination malpractices in Nigerian senior secondary school certificate examinations was alarming as the National Examination Council alone during its May/June and November/December 2009 recorded one million and over 263,000 cases of examination malpractices respectively.

The finding on research question number two showed that examination malpractices has taken serious dimension in which dominant percentage of the 2020 postgraduate students of Rimi College Study Centre, Kaduna relied on collusion among themselves in perpetuating cheating. This finding was the same as (Umar

Abubakar, Joshua Otobong Essien 2018)'s research finding which found out that examination malpractice had taken different dimensions that included collusion among other things in Nigerian schools. The finding of the present research also added to the finding of (Julia Situma and Misiko Wasike 2020)'s work which showed that examination malpractices was multidimensional; that included carrying unauthorized materials like note books, cribbing and charts were carried into the examination hall in pants, shoes, on handkerchiefs, hems and bras, socks, belts etc. it sometimes involved carrying gadgets with photos of notes or material related to the exams. It usually involves cooperation among candidates but can be facilitated by inadequate spacing between desks and ineffective supervision.

Additional finding from the research question number two showed another dimension in the invigilation exercise during the 2020 NTI postgraduate examination. This dimension revealed that cheats were arrested but were treated with every leniency instead of reinforcing (punishing) them appropriately. This finding was in accord with (Chikwe, C. K. & Ogidi, R.C. 2018)'s research finding which revealed that lackadaisical attitude of some examination managers during exams had exacerbated examination malpractice. It also complemented (T. O. Adeyemi 2010)'s research findings which stated that lack of effective supervision of students during examinations and absence of penalty/punishment on culprits had allowed examination malpractices to continue unabated in Ondo State secondary schools. The research further revealed that, non-implementation of examination malpractices Act by government was among the factor that exacerbated examination malpractices.

The finding of research question number three showed the effectiveness of NTI examination malpractice deterrence mechanism (invigilation). Notwithstanding the effectiveness of NTI examination deterrence mechanism, distraction of invigilators' attention by phone or discussion with just arrived supervisor (s) and inadequate number of invigilators interfered with the effectiveness of their work. This finding was in accord with (James A. Ogunji, 2011)'s findings which stated

that *unethical examination management practices was the major cause of examination malpractice. According to this research, School administrators and examination bodies tend to poorly planned examinations thereby providing unsuitable examination venues that resulted to cram sitting arrangements and loss of adequate control over the examinees. In many cases insufficient number of invigilators had led to the overworking of the few available ones and poor invigilation. The examination officials were not monitored and made accountable for their activities during examinations.*

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