

Examination Malpractice: A Situational Analysis of Trends at Usmanu Danfodiyo University, Sokoto, Nigeria

Professor Faruk Aliyu Kalgo

Department of Educational Foundations, Faculty of Education and Extension Services

Usmanu Danfodiyo University, Sokoto, P.M.B. 2346, Sokoto, Nigeria

Email: proffarukkalg@yohoo.com

Abstract

The paper reported various examination misconducts committed by the students of Usmanu Danfodiyo University, Sokoto, Nigeria. The reports of the Examination Monitoring Committee from 2nd Semester 2007/2008 session to 2nd Semester 2010/2011 session formed the sources for the analysis. The analysis showed that 163 out of 257 reported cases had to do with bringing pieces of paper with writing into the examination hall, and 24 cases were for writing on question paper, palm, lap, clothes, etc, using handset has 22 cases, among others. Recommendations were also proffered on how to curb the examination misconduct, which include restructuring of our education system to make it functional and de-emphasize paper qualification, semester system and the curriculum to be restructured so that students can progress at their own pace and not as a class or cohort, there should be proper invigilation and more lecture halls and theatres to be provided so that enough space is given to each student to write his/her exam.

Abbreviations used:

FEES	-	Faculty of Education and Extension Services
FAIS	-	Faculty of Arts and Islamic Studies
S/Sc	-	Faculty of Social Sciences
Sc.	-	Faculty of Science
MSc	-	Faculty of Management Sciences
Law	-	Faculty of Law
Agric.	-	Faculty of Agriculture
College	-	College of Health Sciences
Vet	-	Faculty of Veterinary Medicine
UDUCONS	-	Usmanu Danfodiyo University Consultancy Services
GST	-	General Studies

1. Introduction:

One of the hopes and aspirations of any nation is the overall development of its citizens which comes as a result of the harnessing of all its resources both human and non-human. The backbone for this development is a functional and effective educational system. The system should be such that the citizens can have access and have equity to it and can lead towards the realization of the national objectives (Kalgo, 2012). The educational system is an instrument a society or a nation uses to equip its people to lead productive public lives and full personal lives according to their talent and interest (Wilayat, 2009). This system must be such that both the gifted, the average and the less average have full opportunity to develop their skills and abilities needed for the creation of a progressive and democratic society. The system must therefore be evaluated periodically to ensure that right attitudes and intellectual prowess are inculcated into the citizens.

Examination is an integral part of formal schooling. It is used to ascertain how much of the subject matter a candidate has mastered in a particular field. Examination refers to the use of formal test to unravel the individual's ability in a dimension of human endeavour. It could be oral, written or performing certain activities, depending on the purpose of the examination. According to Nnachi (2006), examination constitutes a parameter upon which the quality of a country's education and the standard of the curriculum are determined. The bastardization of the examinations and its system significantly represents the debasement and possible erosion of the viable educational structure. Examination, as a backbone of any educational system, must be conducted free of any form of misconduct. In a situation where examinations are not properly conducted and/or closely monitored at whatever level, they are liable to abuse and will not give proper or desired assessment of the behaviour, knowledge, performance and skills of the examinee.

Candidates in Nigeria are admitted into formal system of education through one form of examination or another. The candidates' academic ambitions or desires depend on their ability to pass the examination. This is right from primary school, through secondary school up to University level. The less able and ambitious candidates try to apply all tactics to pass the examination, because at the end of the day, their employment and promotions are based on certificates. In realization of this, candidates try to do what they think they can to get the "meal

ticket". This could include examination misconduct.

Examination malpractice is defined as a deliberate act contrary to official examination rules, designed to place a candidate at an advantage over others. According to Wilayat (2009), examination misconduct is any illegal act committed by a student single handedly or in collaboration with others during or after examination in order to obtain undeserved marks or grades.

2. Synopsis of the Causes of Examination Misconduct

There are many causes of examination misconduct as there are many ways by which criminals commit their crimes. The causes range from the personal weaknesses of the examinee, to the social and environmental factors as well as attitudinal incompetence. The most influential factor to examination misconduct is the changing societal and community values over the years.

The values of hard work, steadfastness, dedication, healthy academic competition, discipline, commitment to moral standards and honesty have been thrown to the dogs. Parents in the past sent their children to school not because they were ambitious but because they wanted children to be educated. The interest and ability of the child was considered above parental interest. Today parents pressurize their children into taking ambitious courses even if they are not capable (Ibrahim & Eyam, 2006). So the desire to pass at all cost is responsible for examination misconduct. The values have been replaced with unimaginable quest for materialism, indiscipline, laziness and undue emphasis placed on certificate. Many students and parents perceived education as a means of getting a meal ticket (certificate) through getting a "good" job as emphasis is not on one's performance but on the paper first. It should be realized that certificate mentality is one of the root causes of examination misconduct and fraud in Nigeria.

On psychological ground, a student may be predisposed to examination misconduct because of his low self-concept or self-esteem. He evaluates himself and concludes that he does not have knowledge and skills necessary for his success. Examination anxiety and fear of failure may also be seen as factors for examination malpractice. A student may be uncertain of what will be the result of the examination, rather than to study harder to succeed, he engages in malpractice.

Other factors include over crowded examination halls, lack of proper invigilation, non-completion of the syllabus by teachers, students' truancy and absenteeism, inadequate preparation for examination, inadequate school facilities, low level of aptitudinal competence, parents high expectations on the academic standard of their children, peer influence, mild punishment for offenders, teachers incompetence, immorality and economic downturn, quota system and host of others.

3. Types of Examination Misconduct

Students adopt different strategies in an attempt to conduct notorious activities. Examination misconduct has assumed an alarming proportion with culprits becoming more sophisticated every day. Different types of examination misconduct are being exhibited by both staff and students. The following are some of the examination misconducts students engaged in.

- (a) Students bring prepared materials into the examination hall.
- (b) Impersonation – student or individual not registered for the course take the place of one who is registered.
- (c) Substitution of examination scripts – student substituting already worked script for the original one during examination.
- (d) Writing key points on handkerchiefs, laps, palms, shirts, trousers, currency notes, etc.
- (e) Giraffing – students peeping into one's work with the intention to copy.
- (f) Students copy from handset or listen to taped points through earphones.
- (g) Conversations among students (examinees)
- (h) The use of signals or sign language among students.
- (i) Students pretending to want to ease themselves to read up answers.
- (j) Jotting and writing answers on the question with the intention of passing it to a friend.

Staff also engage in various examination misconducts, such as disclosing content or part of examination questions to "liked" students prior to taking the examination, allowing students to re-write examination and deliberate alteration of marks.

The types just mentioned are some of the various malpractices that are common among students and staff. Students continue to devise different strategies as authorities continue to find ways of curbing the menace. The forms mentioned above are indicative of the enormity of the problems in terms of identification, management, control and possible elimination. The masking of the different patterns of examination malpractice makes its management an enormous task for the University and the entire society (Ekoja, Obeya and James, 2006).

The manifestation or prominence of the type of examination misconduct varies from the environment, type of examination and even the opportunity given to the prospective culprits by the examination agency.

4. Methodology.

The methodology used was descriptive because the analysis was based on the cases of different examination misconducts caught by the Examination monitoring committee members during the end-of the semester examination from 2nd Semester 2007/2008 to 2nd Semester 2010/2011. The cases used were for 7 semesters cutting across different types of misconduct and faculties. Cases from Nine faculties and two divisions were used in the analysis.

For each semester, simple frequency distribution was used and cases were tallied based on the type of the case and the Faculty where the students/culprit came and also the domicile Faculty of the course examination paper. There were 257 cases of misconduct during the period of 67 semester(s) and were used for the analysis. The same number of students were involved.

5. Analysis of the Trends

The situation at Usmanu Danfodiyo University Sokoto in terms of the types of examination misconduct practiced by the students is vividly shown in the following tables. The figures were from 2nd Semester 2007/2008 session to 2nd Semester 2010/2011 session as gathered by Examination Monitoring Committee during the period. The first report was for the 2nd Semester 2007/2008 examination as shown below -

Table 1: 2nd Semester 2007/2008 Examination Misconduct cases.

S/N	TYPE OF MISCONDUCT	Fi	COURSE FACULTY						STUDENT'S FACULTY				
			FEES	FAIS	S/SC	Sc	MSC	GST	FEES	FAIS	Sc.	S/SC	MSC
1.	Entering with piece of paper	21	5	3	7	5	1		8	3	4	5	1
2.	Communicating with each other	2				1		1		1	1		
3.	No. examination Documents	1		1						1			
4.	Displaying work for someone to copy	1		1						1			
5.	Exchange of Scripts	1		1						1			
6.	Writing on the back of exam. Card.	2		2						2			
7.	Impersonation	2		1				1	1	1			
8.	Handset	1		1						1			
9.	Writing on the cover of sunshade glasses	1		1						1			

The most common misconduct committed by the students during the 2nd semester 2007/2008 examination was entering examination with piece of paper. Out of the 32 cases recorded, 21 were of that nature, then followed by writing on exam card, impersonation and communicating with one another. Majority of the cases involved courses from Faculties of Social Sciences, Sciences and Education and Extension Services. Of the students who committed misconduct, 12 were from the Faculty of Arts and Islamic Studies, 9 from the Faculty of Education and Extension Services, 5 each from Social Sciences and Sciences and 1 from Management Sciences.

Almost the same trend manifested itself during the examination of 1st Semester 2008/2009 session where 77.5% of the cases recorded were those involving students entering examination with piece(s) of paper(s). Table 2 shows details of the cases reported.

Table 2: 1st Semester 2008/2009 Examination Misconduct Cases.

S/N	TYPE OF MISCONDUCT	Fi	COURSE FACULTY							STUDENT'S FACULTY						
			FEES	FAIS	S/SC	Sc	MSC	LAW	FEES	FAIS	S/SC	Sc	MSC	LAW	UDU CONS	
1.	Entered with piece of paper	31	6	7	7	5	5	1	12	5	3	5	2	1	3	
2.	Copying from Handset	2		1		1				1		1				
3.	Copying from each other	3	2				1		3							
4.	Writing answers outside the exam hall	1	1						1							
5.	Substitution of Scripts	1		1						1						
6.	Impersonation	1			1						1					
7.	Communicating with each other	1					1					1				

Copying from each other involved 3 students only while copying from handset involved 2 students. The rest types had one student each. The courses where the misconducts were committed were evenly distributed among the Faculties with Faculty of Education and Extension Services having 9, Faculty of Arts and Islamic Studies had also 9, Faculties of Social Sciences and Management Sciences had 8 and 7 respectively. About 16 students out of 40 who committed examination misconducts were from the Faculty of Education and Extension Services. In the 2nd Semester, 2008/2009 examination, about 37 cases were recorded, out of which 27 involved entering examination with pieces of paper. This is shown in table 3.

Table 3: 2nd Semester 2008/2009 Examination Misconduct Cases.

S/N	TYPE OF MISCONDUCT	Fi	COURSE FACULTY							STUDENT'S FACULTY					
			FEES	FAIS	S/SC	Sc	MSC	GST	FEES	FAIS	S/SC	Sc	MSC	LAW	
1.	Entered with piece of paper	27	5	6	10	2	2	2	13	4	6	2	2		
2.	Impersonation	6		2			1	3	3	2			1		
3.	Copying from each other	1				1						1			
4.	Writing on the question paper	1			1				1						
5.	Communicating with each other	1	1						1						
6.	Exchange of Script	1						1						1	

Six students committed impersonation, 3 from Faculty of Education and Extension Services, 2 from the Faculty of Arts and Islamic Studies and 1 from the Faculty of Management Sciences. About 18 students from the Faculty of Education and Extension Services were involved in the examination misconduct this semester.

During the 1st semester 2009/2010 session examination, a total of 39 cases of examination misconduct were reported. Of this number, 27 students entered examination hall with piece(s) of paper, 5 used mobile sets and 3 each were caught with impersonation and writings on palm, shirt or calculator case. Table 4 vividly explains this.

Table 4: 1st Semester 2009/2010 Examination Misconduct Cases.

S/ N	TYPE OF MISCONDUCT	F i	COURSE FACULTY									STUDENT'S FACULTY								
			FEES	FAIS	S/SC	Sc	MSC	LAW	Agric	College	GST	FEES	FAIS	S/SC	Sc	MSC	LAW	Agric	College	UDUCO
1.	Entered with piece of paper	27	2	6	7	7		2	1		2	6	3	6	9		1	1		1
2.	Impersonation.	3				1	1			1					2	1			1	
3.	Using handset	6	1	1		3			1			2	1		1			1		
4.	Writing on palm, shirt or calculator case	3		2							1	1	2							

About 7 cases each from Faculties of Social Sciences and Sciences were recorded involving courses from the Faculties. Similarly, 9 students from Faculty of Science, 6 each from Faculties of Education and Extension Services and Social Sciences were involved in the misconduct,

The 2nd Semester 2009/2010 examination witnessed an increase in the number of examination misconducts committed by the students. A total of 50 misconduct cases were recorded ranging from entering examination hall with piece of paper to talking to each other. This is shown in Table 5 below:

Table 5: 2nd Semester 2009/2010 Examination Misconduct Cases.

S/ N	TYPE OF MISCONDUCT	F i	COURSE FACULTY							STUDENT'S FACULTY									
			FEES	FAIS	S/SC	MSC	Sc	GST	UDU CONS	FEES	FAIS	S/SC	MSC	Sc	Vet	UDU CONS	Lab. Sc.		
1.	Entered with piece of paper	29	9	1	4		7	4	4		9	1	4		9	1	4		1
2.	Writing on palm, exam card, cover of calculator, question papers, clothes, laps.	10	2	2	2	2	1	1			4		3	2	1				
3.	Using handset	1							1								1		
4.	Copying from each other	4		1			3				2	1			1				
5.	Talking to each other	1						1						1					
6.	Impersonation	3						3			2			1					
7.	Exchange of Scripts	1	1								1								
8.	Went out with script and later returned it.	1		1								1							

Twenty-nine cases involving entering examination hall with a piece of paper, 10 involving writing relevant information on palm, examination card, cover of calculator, question paper, clothes or laps; and 4 students were found copying from each other. Twelve cases involved courses from Faculty of Education and Extension Services, 12 from Faculty of Sciences and 9 cases belonging to courses from Division of General Studies. About 18 students from the Faculty of Education and Extension Services and 13 from Faculty of Science.

For the 1st Semester, 2010/2011, only 22 cases were recorded. Out of this number, 13 cases involved entering

examination hall with piece of paper and 3 were using mobile sets. Table 6 explains further.

Table 6: 1st Semester 2010/2011 Examination Misconduct Cases.

S/N	TYPE OF MISCONDUCT	Fi	COURSE FACULTY							STUDENT'S FACULTY						
			FEES	FAIS	MSC	S/SC	Sc	GST	LAW	FEES	FAIS	MSC	S/SC	Sc	GST	LAW
1.	Entered with piece of paper	13		2	2	3	6			2	2	1	4	4		
2.	Exchange of scripts.	2	1				1			1				1		
3.	Using handset	4			2	1		1				3	1			
4.	Impersonation	2				1		1					2			
5.	Writing on Calculator Case	1					1							1		

Eight students committed examination misconduct in courses belonging to the Faculty of Science, 5 for Faculty of Social Sciences and only 1 for the Faculty of Education and Extension Services. The description also showed that, in this Semester, 7 and 6 students from Faculties of Social Sciences and Science respectively, committed one form of examination misconduct or the other.

During the 2nd Semester of 2010/2011 session, 37 misconduct cases were recorded. Fifteen (15) out of 37 cases involved entering examination hall with pieces of paper, 8 using mobile sets and 6 involving writing on palm, question paper or shirts. About 10 students committed misconduct during the examination of courses from Faculty of Arts and Islamic Studies, 8 in the Faculty of Sciences and 9 in courses of Division of General Studies as shown in Table 7.

Table 7: 2nd Semester 2010/2011 Examination Misconduct Cases.

S/N	TYPE OF MISCONDUCT	Fi	COURSE FACULTY							STUDENT'S FACULTY						
			FEES	FAIS	MSC	S/SC	Sc	GST	LAW	FEES	FAIS	MSC	S/SC	Sc	GST	LAW
1.	Entered with piece of paper	15		4		5	5	1		3	2		4	6		
2.	Communicating with each other	4		1		3				1	1		2			
3.	Writing on question paper, Palm, Shirt	6		1	1			4		4	1	1				
4.	Using Handset	8	1	2	1			3	1	3	3	1				1
5.	Exchange of Script	3		2	1						2	1				
6.	Dropping Answers to a Friend	1						1					1			

Eleven, 9 and 7 students from the Faculties of Education and Extension Services, Arts and Islamic Studies and Social Sciences respectively, were involved in various examination misconducts. The table also showed that, during the papers examined by the Faculty of Arts and Islamic Studies, ten (10) students were caught committing examination misconduct, 8 students during the papers examined by the Faculty of Social Sciences and 9 students during the papers of the Division of General Studies.

The situational analysis has shown a gloomy and erring picture of examination misbehaviours being perpetuated in the University. In the last 3 ½ years when the analysis was done a total of 257 cases of examination misconduct were reported and the same number of students were involved. For the two sessions (4 Semesters, - from 1st Semester 2008/2009 – 2nd Semester, 2009/2010) the trend in misconduct cases has been fluctuating with 2nd Semester 2009/2010 recording 50 cases. Table 8 below gives details –

Table 8: Summary of Examination Misconduct Cases from 2nd Semester 2007/2008 to 2nd Semester 2010/2011

S/N	Semester	Frequency
1.	2 nd Semester 2007/2008	32
2.	1 st Semester 2008/2009	40
3.	2 nd Semester 2008/2009	37
4.	1 st Semester 2009/2010	39
5.	2 nd Semester 2009/2010	50
6.	1 st Semester 2010/2011	22
7.	2 nd Semester 2010/2011	37
Total:		257

In the period under review, Faculty of Arts and Islamic Studies had 54 (21% of the total) cases recorded during the examination of their courses, Faculty of Social Sciences had 52 (20%) cases recorded, Faculty of Science had recorded 50 (19.45%) and Faculty of Education and Extension Services has 37 (14.4%) cases. Faculties of Agriculture and Law with 2 and 4 cases reported, respectively. The least was College of Health Sciences with one (1) case. Table 9 gives further explanations –

Table 9: Summary of the Examination Misconduct Cases Involving Courses in the Faculties.

S/N	SEMESTER	FACULTY/COLLEGE/GENERAL STUDIES									
		FEES	FAIS	S/SC	SC.	MSC	LAW	GST	UDU CONS	COLLEGE.	AGRIC
1.	2 nd Semester 2007/2008	5	11	7	6	1		2			
2.	1 st Semester 2008/2009	9	9	8	6	7	1				
3.	2 nd Semester 2008/2009	6	8	11	3	3		6			
4.	1 st Semester 2009/2010	3	9	7	11	1	2	3		1	2
5.	2 nd Semester 2009/2010	12	5	6	11	2		9	5		
6.	1 st Semester 2010/2011	1	2	5	8	4		2			
7.	2 nd Semester 2010/2011	1	10	8	5	3	1	9			
		37	54	52	50	21	4	31	5	1	2

Further analysis showed that 84 (32.68%) students who were involved in examination misconduct during the period came from the Faculty of Education and Extension Services, 51 (19.84%) from Faculty of Science, 45 (17.5%) from Faculty of Arts and Islamic Studies and 42 (16.34%) students came from Faculty of Social Science. College of Health Sciences, Veterinary Medicine and Medical Laboratory Science had one student each. Table 10 gives details.

Table 10: Summary of the Number of Students Involved in Examination Misconduct by Faculty

S/N	SEMESTER	STUDENTS' FACULTY										
		FEES	FAIS	S/SC	SC.	MSC	LAW	UDU CONS	COLLEG E.	AGRIC	Vet.	Lab. sc.
1.	2 nd Semester 2007/2008	9	12	5	5	1						
2.	1 st Semester 2008/2009	16	7	4	6	3	1	3				
3.	2 nd Semester 2008/2009	18	6	6	3	3	1					
4.	1 st Semester 2009/2010	9	6	6	12	1	1	1	1	2		
5.	2 nd Semester 2009/2010	18	3	7	13	2		5			1	1
6.	1 st Semester 2010/2011	3	2	7	6	4						
7.	2 nd Semester 2010/2011	11	9	7	6	3	1					
SUB-TOTAL:		84	45	42	51	17	4	9	1	2	1	1
TOTAL:												

The examination misconduct most frequently practiced by the students of Usmanu Danfodiyo University, Sokoto is entering examination hall with prepared material, in which about 163 out of 257 students were involved. This is followed by students writing answers or relevant information on question papers, palm, lap, clothes, exam card, etc, where 24 of them were involved. Using mobile handset during examination was also another examination misconduct practiced where 22 cases were reported during the period. These are explained by Table 11.

Table 11: Types of Examination Misconduct in the University and their Frequencies

S/N	TYPE OF EXAMINATION MISCONDUCT	2 nd Semester 2007/2008	1 st Semester 2008/2009	2 nd Semester 2008/2009	1 st Semester 2009/2010	2 nd Semester 2009/2010	1 st Semester 2010/2011	2 nd Semester 2010/2011	TOTAL
1.	Bringing pieces of paper with writing into the examination hall	21	31	27	27	29	13	15	163
2.	Impersonation	2	1	6	3	3	2		17
3.	Copying from each other		3	1		4			8
4.	Using Handset	1	2		6	1	4	8	22
5.	Exchange of Scripts	1	1	1		1	2	3	9
6.	Writing on question paper, palm, lap, clothes, etc	3		1	3	10	1	6	24
7.	Communicating with each other	2	1	1		1		4	9
8.	Writing answers outside the exam hall		1			1			2
9.	No examination documents	1							1
10.	Displaying work for someone to copy	1							1
11.	Dropping answers to a friend							1	1
TOTAL:									257

The analysis has shown that courses in the Faculties of Arts and Islamic Studies, Social Sciences and Science were more prone to examination misconduct committed by students than other Faculties. This could not be unconnected with the level of preparedness by the Departments in the Faculties and the seriousness attached to the invigilation by the examination invigilators. Courses in these Faculties, especially in the Arts and Islamic Studies and Social Sciences, were philosophical and theoretical, therefore students find it difficult to grasp the information and equally difficult to attempt examination without indulging in one form of misconduct or the other.

Students from Faculty of Education and Extension Services, more than any other students from other Faculties commit examination misconduct. This was because 32.68% of the cases analyzed involved students from the Faculty. The situation could be seen from the fact that about 60 – 70% of the admitted students were given Education against their wish and majority of them were academically weak. So they resort to examination misconduct to meet up to expectation.

The data analysed had shown the types of examination misconduct being committed by the students of Usmanu Danfodiyo University. The first and the most frequently type was coming into the examination hall with a piece of paper containing writings relevant to the examination. They put the paper in their pockets or in their answer script and make use of it when opportuned. This is a recurring phenomenon and its nabbing proved difficult.

Impersonation was also another cancer which has recently featured in the array of examination misconduct in this University. Weak students or students who have no confidence solicit the cooperation of their friends to sit exam for them. This was possible because of the large number of students and lack of proper scrutiny to know and identify the genuine students.

Copying from each other, entering examination hall with no proper documents, displaying work for someone to copy and dropping answers to a friend had reduced drastically over the years. For copying from each other, the last case recorded was in 2nd Semester 2009/2010 session. Entering examination hall with no proper documents was last witnessed in 2nd semester 2007/2008 session. Only one case of dropping answers to a friend was recorded in the 2nd Semester, 2010/2011. The efforts made by the University authority in sensitizing the students and staff on the dangers of examination misconduct had contributed in the reduction of the misconducts.

The use of handsets (Mobile Phones) was found to be an increasing misconduct among the University students. Students enter examination hall with their handsets hidden in their pockets or under “hijab” (veil for muslim

women) despite the ban. They put relevant information in the phone or friends text them answers and sometimes they voice taped information and listen to it using earphone (particularly women). The University wanted to start using phone jamming facilities during examination but it failed.

Another examination misconduct which was gaining ground was writing relevant information on question paper, palm, lap and clothes. They write on the question paper with the intention of passing the paper to a friend during examination. Writings on the palms, laps and clothes were difficult to detect, that's why students find them more convenient to use.

Another reported examination misconduct among the University students was talking to each other during examination. They tell answers to their friends who usually sit near each other. Lack of proper invigilation could lead to students talking to each other during examination. This was actually the situation in some Departments.

These were some of the examination misconducts that were identified being practiced by the students of the University. There could be other practices by the students which did not come to the notice of the monitoring officials.

Conclusion

This cancerous phenomenon is in the increase in this University and causing a lot of concern to the beloved students and tarnishing the long standing image of the University. What are the possible reasons or explanation for the misconducts despite measures put in place by the University authority to curb the menace?

The first possible explanation one can offer is the relaxation of the punishment for the culprits. It used to be outright dismissal if convicted but the regulation was relaxed and misconduct was to attract maximum of 2 semesters' rustication and cancellation of the course(s) for the semester(s). Further concession was that the period of rustication was not counted against the culprits. However, this has recently being reversed and the period of rustication was to count as part of students' study period.

Secondly, most of the examination misconduct cases were committed by weak students. Most of these students came in with minimum requirements and showed no commitment and dedication to their studies. They glamour for minimum pass mark and when this proved difficult they resort to cheating in the examination. Most of them viewed the rustication as an opportunity to improve on their grades, especially when the period of rustication was not counted against them. This was because when student was rusticated all his courses for the semester or semesters in which the misconduct was committed, were cancelled. He/she must repeat those courses cancelled.

Thirdly, lack of enough space for writing examination and adequate invigilation could also be factors encouraging examination misconduct among students. The space available for examination did not commensurate with the increasing number of students. It was observed that students were writing examination as if they were taking lectures. Invigilation was also a problem. Most of the examination venues had no enough invigilators. In some cases invigilators were not properly invigilating but rather gathered chatting to themselves or sometimes marking examination scripts.

Fourthly, the students themselves could be a factor. Students these days were not prepared to face the challenges of studentship. They wanted to get the certificate without much effort and dedication. They read less and watch films and sports more. At the end of day they could not meet the demand of the examination, as such they engage in examination misconduct in order to meet up to expectation.

Fifthly, the way Departments and the examination personnel handled examination materials provided opportunity for committing examination misconduct. The way the Departments handled examination scripts before, during and after examination leave much to be desired. Some of the personnel handling examination question papers and answer scripts were not stakeholders in the business, as such they could compromise the responsibilities assigned to them. The students could get question paper or empty examination script before the examination.

6. Recommendations on How to Curb Examination Misconduct in the University.

It is important to make or offer some recommendations on how to curb examination misconduct menace in our educational institutions.

- (i) Nigeria's educational system should be restructured to give children functional education where paper qualification would be de-emphasized. So the quest for certificate using crook ways would be minimal and progress would depend on what one can do, not on the basis of class of degree.
- (ii) The semester system and the curriculum should be restructured in such a way that real semester system operates so that students progress at their respective paces and not as a class or cohort. The curriculum should be redesigned to allow students to register the number of credit units they can handle per semester. This translates into increasing the number of years one is allowed within which to graduate. The pressure and stress is consequently reduced on students and thus looking for extrajudicial means to get degrees would be reduced to the minimal, if not eradicated altogether.

- (iii) There is need to increase the number of lecture rooms and theatres so that enough space is given to each student to write his/her examination. This will reduce the overcrowded classes we witnessed over the years and thereby reduce the tendency for committing misconduct during examination.
- (iv) Examination materials such as question papers, examination scripts and attendance records should be properly secured. Only stakeholders and people of proven integrity should be allowed to handle examination materials.
- (v) There should be proper invigilation of examination venues by appropriate number of invigilators vis-à-vis the number of students. The invigilators should be students friendly and should not be talking or involved in other things that could distract the attention of students.
- (vi) Teachers should do their job effectively by teaching the students and by covering the syllabus. When the students felt they have not covered a lot and have no confidence in tackling questions in examination, they resort to misconduct.
- (vii) There is every need to have a second look at our value system. The need for the general public to have re-orientation in the value system that made us proud as Nigerians becomes necessary. We should aim at upholding the values of truth, persistence, competence, hard work, sincerity and honest achievement.
- (viii) The University should embark on strong mobilization and orientation of students on rules and regulations of examination and the punishment to be given when examination misconduct is committed. We should go beyond the annual orientation given to students at the beginning of each session.

REFERENCES

- Ekoja, A.A., Obeya, R. & James, P. (2006), "A Study of the Practices of Forms/Patterns of Examination Malpractice among Secondary School Students in Makurdi Metropolis of Benue State", *The Nigerian Educational Psychologist*, Journal of the Nigerian Society for Educational Psychologists (NISEP) Vol. 4. (2), October.
- Ibrahim, E.S. & Eyam, J.A. (2006). "Aiding and Abetting Examination Malpractice in Nigerian Secondary Schools: The Role of Parents and Teachers", *The Nigerian Educational Psychologists*, Journal of the Nigerian Society for Educational Psychologists (NISEP) Vol. 4 (1), April.
- Kalgo, F.A. (2012), "Equipping Secondary Schools with Learning Materials in North-Western Zone by State Governments: Rhetories or Realities", Being a paper presented at the Mandatory Continuing Professional Training Workshop (MPCT) organized by All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS), Birnin Kebbi, Kebbi State, February.
- Nnachi, R.O. (2006), "Causes of and Remedies for Examination Irregularities Among External Examination Candidates in Nigeria", *The Nigerian Educational Psychologist*, Journal of the Nigerian Society for Educational Psychologists (NISEP) Vol. 4 (2), October.
- Wilayat, M. (13th July, 2009), " Causes of Examination Malpractice/Unfair Means, Education Awareness and Research. <http://researcheducationedu.blogspot.com/2009/07/examination-malpractice.html>

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

