

# Incidences of Examination Malpractices in Ebonyi State University

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## 1.0 Abstract

The study examined the incidences of examination malpractices in Ebonyi State University. It aimed at investigating the incidences of examination malpractices across the various faculties; departments; and gender of the students. It also explored the extent the incidences of examination malpractices are dependent on the various faculties, departments and gender. The study covered a period of seven academic sessions – 2005/2006 – 2012/2013. The population comprised 25,709 undergraduate students of the university. All the 995 undergraduate students that took part in examination malpractices in the sessions under review were used as the sample for the study. The instrument used for data collection was the official documented report of the senate treated cases of examination malpractices in the university for the seven academic sessions under review. The document was used to categorize the malpractice cases across faculties and departments and in accordance with gender of the students involved and years of occurrences. The study employed descriptive survey design. Based on the specific purposes of the study, four research questions were formulated to guide the study. The research questions were answered using frequencies and percentages. Having exposed the incidences of examination malpractices in the University over the years will enable the University Management have a clear picture of the increasing rates of examination malpractices and as such alert the Management on the need to take urgent steps to curb the malice. Also, having informed the Management about faculties and departments that are inflicted with the malice, the Management's focus will be better sharpened and the direction of action becomes clearer.

**Keywords:** Examination, malpractices, students, attitudes and behaviours

## 2.0 Introduction

The advent and influence of the Christian missionaries in Nigeria in the year 1840 affected the change from the country's informal system of education to the Western Oriented System of education which laid more emphasis on acquisition of certificates (Ukeje, Akabuogu and Ndu, 1992), Consequently, government, communities, private organizations and individuals established educational institutions with a view to training the citizens for the development of the nation's physical and human resources. In these institutions, teaching and guidance activities take place so that appropriate skills and knowledge can be acquired by the students (Fasasi, 2006). As a result, machinery through which the extent of knowledge and skill acquisition is determined at each stage of education has been set up. This is in form of examinations which is organized in order to evaluate, assess and test knowledge and skills of the learners. The outcome of the examination is used for making value judgment and as a basis for decision making on the examinee's ability. The examinee is consequently awarded a certificate which could qualify him for admission into school, promotion into higher level of institution and employment (Fasasi, 2006; Adesina, 2005). Examination can be conceptualized as test, assessment, and evaluation. It is an instrument for assessing individual skills and knowledge in general, and specific areas of studies, and overall academic achievements (Fasasi, 2006). Examination is also described by Ukwuije (2013) as a measure of sample of behaviour acquired through a course of training, which suggests that examination is an instrument. Kobiowu and Alao (2005:13) defined examination as "the assessment of a person's performance, when confronted with series of questions, problems or tasks set for him in order to ascertain the amount of knowledge that he has acquired, the extent to which he is able to utilize it, or the quality and effectiveness of the skills he has developed". In the same vein, Hornby (2010) defined examination as a formal test of somebody's knowledge or ability in a particular subject, especially by means of written questions or practical exercises. Examination is therefore an instrument used for finding out the amount of change that has occurred among individuals or things following the end of treatment conditions.

In Nigeria, examination can be organized internally or externally. Internal examinations are usually developed and administered by institutions for those that received a course of training in that particular institution using teacher made tests. Institution based examinations are administered either weekly, termly, (semester) or at the end of the year (session). On the other hand, external examination is an examination organized by and/or on behalf of an institution and is open to all those who meet the defined entry requirements. According to Ukwuije (2013:23), "These examinations can be classified into two main categories: performance and written tests. Examples of performance examination are oral test and practical while written tests are closed book examination, open book examination, project work etc". Examination is an important aspect of educational process. This is the stage at which the learners' knowledge, skills, abilities and competencies are assessed. Thereafter, judgment is made about such performance. The outcome of such judgment is used for diagnosis as

well as placement (AbdulKareem and Alabi, 2011). Elaborating on the importance of examination, Ogbu (2013:19) remarked:

Result of examination is critical criteria use to award certificates, give progress reports about candidate's intellectual ability, promote students to new class, office or rank, and socialize individuals into a progressive and highly knowledgeable society. By passing an examination, a candidate obtains and confirms an identity, as well as a notion of whom and what he/she is. Thus, success in the form of certificate via examination has become one of the most powerful weapons in the society.

This informs the reason why examination process starting from teaching to approval of result must be credible, reliable, dependable and trustworthy. For examination to meet the above criteria and play its fundamental role appropriately, it must be well conducted, supervised, and processed. Rules and regulations governing such examination must be followed by all stake holders. One of the most serious problems facing examinations in Nigeria today, according to Ukwuije (2013:27), "Is the unethical behaviour before, during and after examinations known as examination malpractices". Ogbu (2013:19) simply defined examination malpractice as, "illegally obtaining an answer to an examination question from any other source other than the brain of the writer of such examination". Olutunbosun (2009) added that examination malpractice is any irregular behaviour exhibited by a candidate or anybody charged with the conduct of examination, before, during or after the examination that violates the rules and regulations governing the conduct of such examination. According to Ebonyi State University (EBSU) General and Academic Regulations (1999:50), examination malpractice (referred as academic irregularities) includes, but is not limited to:

Students copying from one another; students bringing into the examination hall papers, books, or other unauthorized material during the examinations; walking about, causing any form of disturbance; not observing the time regulations of the examination, disobeying the invigilator.

Ijaiya (2004) added the list to include: colluding with members of staff to obtain, or on their own initiative, students obtain set questions or answers before hand and soliciting for help after an examination, lecturers' examination of students based on topics they did not teach due to prolonged strikes. Judging from the foregoing, it can be said that examination malpractice is an unethical practice carried out to influence or enhance the performance of a candidate in an examination thereby giving the candidate an undue advantage over other examinees.

Examination malpractices are neither new nor peculiar to Nigeria. Emaikwu (2012) reported that examination malpractice was recorded to have occurred in Nigeria in 1914 when questions of the senior Cambridge Local Examination were obtained before the examination was taken. According to Ifeakor and Anekwe (2010), the result of a study conducted by an American researcher revealed that students in United Kingdom (UK) and United States of America (USA) are the world's biggest examination cheats. Examination malpractice has been described as a cankerworm (Ijaiya, 2004), an epidemic (Olatoye, 2004) and a perennial problem (Ogbu, 2013). According to Ama (1997) WAEC reported leakages of its papers in 1963, 1967, 1970, 1973, 1974, 1977, 1999, 1981, and 1985 and between 1986 to 1990.

Examination malpractice previously existed at low ebb with simplistic methods but it became more pervasive from 1970 with the involvement of persons other than the candidates (Emaikwu, 2012). The author further observed that out of the twenty-one categories of people identified as perpetrators of examination malpractice, students constituted only about three categories which are less than fourteen percent. It has been observed that in recent times, examination malpractice has become an annual ritual both in internal and external examinations.

Although examination malpractices existed at minimal and in simple unsophisticated forms in the earlier years, the leakage of 1977 was so massive that it formed the basis of Prof Chukwuemeka Ike's Novel "EXPO 77", where the drama of the syndicate's well organized activities was fully narrated. WAEC traced the sources of the leakages to custodians of examination papers, printers of the question papers, examination bodies involved in examination process and delay in starting the examination (Onyechere, 1996).

The first major occurrence of examination malpractices in Nigeria in 1977 led to the setting up of a tribunal by the Federal Government to unravel the circumstances that caused the mass leakage of question papers and make appropriate recommendations to check future occurrence of such practices. Despite many steps taken by the examining bodies and Federal Government to abate this ugly situation, the problem has remained intractable.

The need for solving the problem of examination malpractice and related offences prompted the Federal Military Government to promulgate "Examination Malpractice Decree 20" in 1984. "Decree 20" was amended copiously by "Examination Malpractices Decree 33" of 1999 (Abdulkareem and Alibi, 2011). The Decree prescribed heavy punishments for examination malpractice offenders (Ukwuije, 2013). In spite of this, the problem continued at all levels of the Nigeria educational systems. Literature shows that Pupils/students,

teachers, school administrators, parents, exam invigilators and supervisors, custodian of examination materials, officials of examination bodies and law enforcement agents are all involved. Despite the above efforts by government and that of various examination bodies and institutions, the dimensions and forms have continued to defy solutions.

Research findings by Hughes and McCabe (2006A) suggest that the poor behaviours of faculties and departments with respect to teaching and assessment practices determine the incidences of examination malpractices in Nigerian universities while Ukpabi and Ndifon (2012) assumed that the grading practices of the lecturers which have been found to induce academic pressure on the students may also have an effect. On the other hand, the findings by Olasehinde (2006) implied that the incidences of examination malpractices is determined by the delay in the examination malpractice judicial system by the University Administration while Ukpabi (2013) reasoned that the incidences persist because lecturers are not motivated and the conditions for sustaining academic ethics hardly exist in the universities.

Since the establishment of Ebonyi State University, Abakaliki (EBSU) on the 23<sup>rd</sup> of December 1999, it has been the policy of the University Management to uphold the ideals of academic integrity. For instance, procedures for setting, administering, supervising, invigilating, marking, processing and submission of results are clearly stated in the EBSU General and Academic Regulations. The document also stipulates in clear terms what constitutes examination malpractices (otherwise referred to as Examination Misconduct in the pamphlet) and the sanctions for their violations. Additionally, successive EBSU administrations have shown zero tolerance to the menace and a number of staff and students have received various degrees of sanctions for their roles in examination malpractices.

Although the University Management continues to show zero tolerance for examination irregularities with the attendant punishments, the frequencies and divergences in cases of examination irregularities continue to escalate. At the end of each semester many cases of irregularities are brought to the Examination Misconduct Committee.

Although within the university community cases of examination malpractice abound but the chart or curve of the dimensionality across faculties, departments, and other indices are not available to provide a template for proper transcription and translation of remedial measures. As such, it becomes explicitly necessary that a thorough exploration of the incidences of examination malpractice be carried out in Ebonyi state University to provide a clear picture and guide to management on the basis of which remedial actions could be launched. It is against this premise that this study is challenged to provide the requisite template for effective actions on the emergent examination malpractice crisis in the school system.

## **2.1 Purpose of the Study**

The main purpose of this study is to explore the incidences of examination malpractices in Ebonyi State University. Specifically, the study:

1. Explored the incidences of examination malpractices in Ebonyi State University in the academic sessions under study.
2. Investigated the incidences of examination malpractices across the various faculties/departments in the university.
3. Studied the incidence of examination malpractices across the gender of the students

## **2.2 Research Questions**

This study was guided by the following research question:

1. What are the incidences of examination malpractices in Ebonyi State University in the academic sessions under review?
2. To what extent is the incidence of examination malpractices dependent on the various faculties in Ebonyi State University?
3. To what extent is the incidence of examination malpractice dependent on student departments within the university?
4. To what extent is the incidence of examination malpractices dependent on gender of the students?

## **3.0 Methodology**

### **3.1 Design of the Study**

This study employed a descriptive Survey Design. This design is considered appropriate and adequate for this study because the researcher is interested in describing the incidences of examination malpractices in Ebonyi State University.

This study was conducted in Ebonyi State University. Specifically, Ebonyi State University is located at Abakaliki. The eleven faculties of the university were used. All the 995 students in the list of official documents of the EBSU Senate treated cases on examination malpractices in the university in the years under review were

used for the study. The purposive sampling technique was used in selecting the sample.

The instruments used for data collection was the official documents of the University Senate Treated Cases on Examination Malpractices which included reports of Senate Committee on Examination Malpractices. The documents were used to collect summary data on the incidences of examination malpractices in Ebonyi State University. The documents were also used to classify them according to faculties, departments and gender of the students and in accordance with the year of occurrences.

The instrument used for data collection was the official university document. As such the researcher did not subject the document to any validation

The instrument was a classified document that does not require any reliability assessment. The data were personally collected by the researcher.

The research questions were answered descriptively using frequencies and percentages.

#### 4.0 Results

##### 4.1 Research Question 1:

What are the trends in the incidences of examination malpractices in the university in the academic years under review?

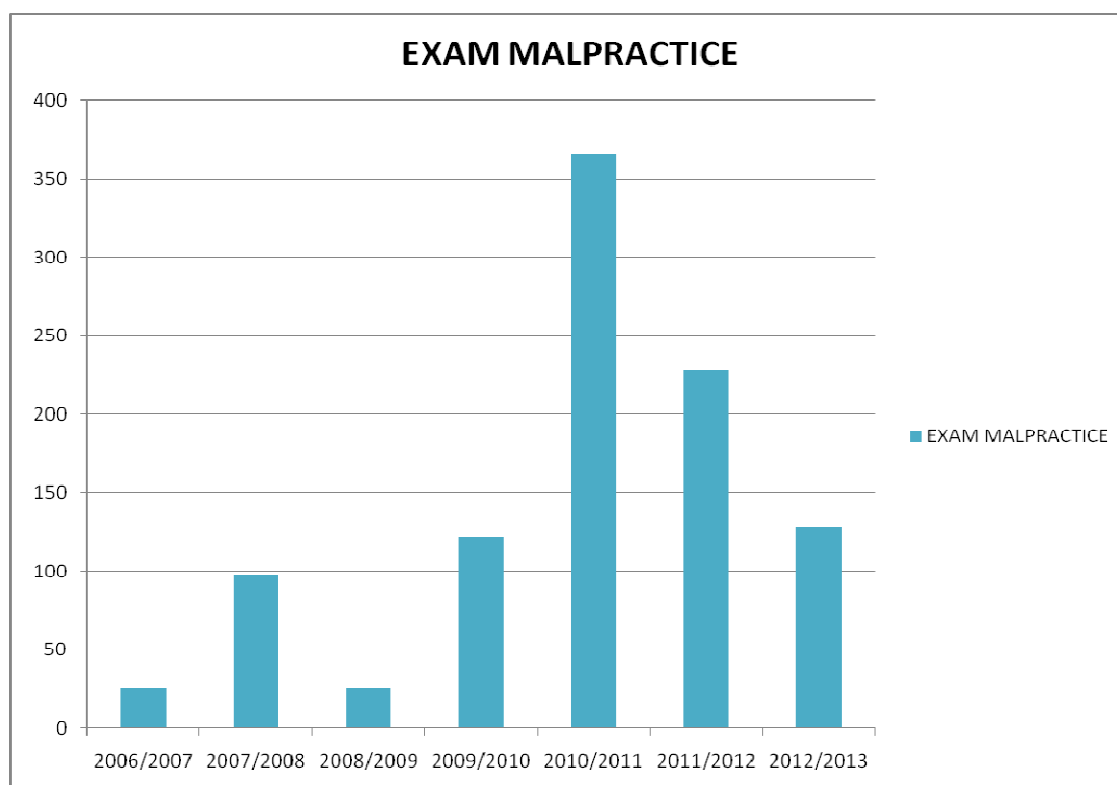
Frequencies of the cases of examination malpractices as documented on EBSU Senate Report on examination malpractices are as shown in table 1.

**Table 1: The Trends in the Incidences of Examination Malpractices in EBSU from 2006/2007-2013/214 Academic Sessions**

Faculties	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
FARM	2	30	0	15	35	27	11
FARTS	1	5	2	0	4	4	8
FEDU	13	7	9	38	175	124	14
FHST	0	16	11	38	57	25	18
FBS	3	8	1	7	15	10	29
FMS	3	20	1	2	24	4	29
FSS	2	2	2	19	55	31	7
FPS	2	10	0	3	0	2	6
FLAW	0	0	0	0	0	0	6
FBMS	0	0	0	0	0	1	0
FCM	0	0	0	0	0	1	0
<b>Total</b>	<b>26</b>	<b>98</b>	<b>26</b>	<b>122</b>	<b>366</b>	<b>228</b>	<b>129</b>

**NOTE:** FARM = Faculty of Agriculture and Natural Resources Management; FARTS = Faculty of Arts; FEDU = Faculty of Education; FHST = Faculty of Health Sciences and Technology; FBS = Faculty of Biological Sciences; FMS = Faculty of Management Sciences; FSS = Faculty of Social Sciences; FPS = Faculty of Physical Sciences; FLAW = Faculty of Law; FBMS = Faculty of Basic Medical Sciences and FCM = Faculty of Clinical Medicine.

Summary of result presented on table 1 indicates that the incidences of examination malpractices in the university are lowest in 2006/2007 and 2008/2009 sessions but rose sharply as from 2010/2011 academic sessions.



**Figure 1: Bar chart showing Trends in the Incidences of Examination Malpractices from 2006/2007 – 2012/2013 Sessions**

The bar chart in fig.1 shows that the incidence of examination malpractices in EBSU fluctuates over the years but rises as the years go by.

#### 4.2 Research Question 2:

To what extent is the incidence of examination malpractices dependent on student faculties within the university?

Frequencies of the cases of examination malpractices as documented on the Senate Report were classified across the faculties for the seven years under study. The summary is presented in frequencies and percentages as shown on Table 2.

**Table 2: Frequencies and Percentages of Cases of Examination Malpractices across the various Faculties of the University**

Faculties	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	Total	Percentage for the seven year interval
FARM	2	30	0	15	35	27	11	120	12.06%
FARTS	1	5	2	0	4	4	8	24	2.41%
FEDU	13	7	9	38	175	124	14	380	38.19%
FHST	0	16	11	38	57	25	18	165	16.58%
FBS	3	8	1	7	15	10	29	73	7.34%
FMS	3	20	1	2	24	4	29	83	8.34%
FSS	2	2	2	19	55	31	7	118	11.86%
FPS	2	10	0	3	0	2	6	23	2.31%
FLAW	0	0	0	0	0	0	6	06	0.60%
FBMS	0	0	0	0	0	1	0	02	0.20%
FCM	0	0	0	0	0	1	0	01	0.10%
	26	98	26	122	366	228	129		

Summary of result on table 2 as shown in the total column of the horizontal lines reveals that FEDU, FARM and FHST respectively had the highest incidences of examination malpractices while FCM and FBMS had the lowest in the sessions under review.

#### 4.3 Research Question 3:

To what extent is the incidence of examination malpractices dependent on student departments within the university?

Frequencies of the cases of examination malpractices as documented on the Senate Report were also classified

across the various departments in the university for the seven years period under study. The summary is presented in frequencies and percentages on Table 3.

**Table 3: Frequencies and Percentages of Cases of Examination Malpractices across various Departments of the University**

Departments	2006/ 2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	Total	Percentage for the seven year interval
Agric Econs	2	14	0	5	16	6	4	47	4.72%
Animal Science	0	4	0	1	12	6	2	25	2.51%
Crop Sc & Landscaping	0	2	0	2	5	1	1	11	1.10%
Fisheries & Aqua culture	0	0	0	2	0	4	0	06	0.60%
Food Sc & Tech	0	2	0	0	2	3	0	07	0.70%
Soil Sc & Env Mgmt	0	7	0	5	2	8	2	24	2.41%
English Lang & Lit	1	5	2	1	2	1	0	12	1.20%
HIR	0	0	0	0	0	2	8	10	1.00%
Philosophy	0	0	0	0	2	1	0	03	0.30%
Arts & Soc Sc Edu	0	1	2	14	83	57	3	160	16.08%
Bus Edu	8	1	0	5	18	22	2	56	5.62%
Educational Foundations	3	3	0	7	29	16	0	58	5.82%
HKE	0	2	0	0	4	2	0	08	0.80%
Home Economics	0	2	0	2	5	1	1	09	0.90%
Science Edu	0	1	0	2	23	14	2	42	4.22%
Tech & Voc Edu	1	0	7	10	13	12	4	47	4.72%
Med Lab	0	10	2	17	50	19	10	108	10.85%
Nursing	0	6	9	22	7	6	7	57	5.72%
Applied Micro Bio	2	2	0	2	8	2	6	22	2.21%
Applied Bio	1	2	1	0	4	0	3	11	1.10%
Bio Chem	0	4	0	4	3	2	18	31	3.11%
Bio Tech	0	2	0	2	5	1	1	08	0.80%
Acc	3	3	0	0	0	0	3	09	0.90%
Banking & Finance	0	8	1	0	0	0	0	09	0.90%
Business Mgt	0	8	0	0	0	0	5	13	1.30%
Marketing	0	1	0	0	14	2	5	22	2.21%
Public Admin	0	0	0	2	10	2	16	30	3.01%
Economics	0	2	1	9	14	5	6	37	3.71%
Mass Com	0	0	0	2	4	5	0	10	1.00%
Pol Sc	0	0	1	2	11	5	0	19	1.90%
Psychology	2	0	0	1	2	7	0	12	1.20%
Soc & Anthropol	0	0	0	6	24	9	1	40	4.02%
Ind Physics	0	5	0	0	0	2	2	09	0.90%
Ind Maths	0	0	0	3	0	0	0	03	0.30%
Ind Chem	2	4	0	0	0	0	0	06	0.60%
Geology	0	0	0	0	0	0	4	04	0.40%
Compt. Sc	0	1	0	0	0	0	0	01	0.10%
Law	0	0	0	0	0	0	6	06	0.60%
Anatomy	0	0	0	0	0	0	1	01	0.10%
Med Surg	0	0	0	0	1	0	0	01	0.10%
Surgery	0	0	0	0	0	1	0	01	0.10%
<b>TOTAL</b>	<b>25</b>	<b>98</b>	<b>26</b>	<b>124</b>	<b>369</b>	<b>230</b>	<b>123</b>	<b>995</b>	

The analysis of result as presented on table 3 indicates that Department of Arts and Science Education had the highest incidence of examination malpractices (160 or 16.08%) while the following Departments recorded lowest with 1 or 0.1% incidence: Anatomy, Medicine and Surgery in FBMS and Surgery Department in FCM.

#### 4.4 Research Question 4:

To what extent is the incidence of examination malpractices dependent on gender of the students?

Frequencies of the cases of examination malpractices as documented on the Senate Report were classified across gender of the students (males and females) for the seven years under study. The summary is presented in frequencies and percentages as shown on table 4.

**Table 4: Frequencies and percentages of cases of examination malpractices across gender of the students of the University**

Gender	Year/Session							Total	Percentage for the seven year interval
	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013		
Male	19	51	13	60	191	123	67	524	52.66%
Female	7	47	13	63	178	107	56	471	47.34%
<b>Total</b>	<b>26</b>	<b>98</b>	<b>26</b>	<b>123</b>	<b>369</b>	<b>230</b>	<b>123</b>	<b>995</b>	

Analysis of result on table 4 shows that the number of male students who were found to be involved in examination malpractices in the university is slightly higher than that of the females

#### 4.5 Summary of Results

The major findings of the study are as follows:

1. Although the incidence of examination malpractices in EBSU fluctuates over the years, it however, rises as the years go by.
2. FEDU, FARM and FHST had the highest incidence of examination malpractices in the academic sessions under review while FCS and FBMS had the least occurrence of examination malpractices.
3. Departments of Arts and Social Science Education (FEDU) had the highest incidence of examination malpractices while Departments of Surgery (FC), Anatomy, Medicine & Surgery (FBMS) had the least.
4. Number of male students who were found to be involved in examination malpractices is slightly higher than that of the females.

#### 5.0 Discussion

Findings were discussed under the following sub-headings:

1. The trend in the incidences of examination malpractices in Ebonyi State University in the years under review.
2. The extent the incidence of examination malpractices in Ebonyi State University is dependent on student Faculties.
3. The extent the incidence of examination malpractices in Ebonyi State University is dependent on students' departments.
4. The extent the incidence of examination malpractices in Ebonyi State University is dependent on gender of the students.

#### 5.1 The trend in the incidence of examination malpractices in Ebonyi State University in the years under review

The result of data analysis on table 1 and as illustrated in the bar Chart in figure 1 indicates that though the incidences of examination malpractices in the University fluctuates over the years, it increases as the years go by. The fact that the trend persists over the years suggests that students do return to the act when they find out that they can after all, escape detection (Pogarkey, 2009; Apel and Nagin, 2011). This finding agrees with that of Ogu and Odimba (2010) which shows that examination irregularity is persistent in Nigerian universities. This situation may not be unrelated to the poor funding of the universities by the government which results to lack of infrastructures such as space during examination. This lends credence to the views of Ndifon and Ndifon (2012) which states that the condition under which the students study and write examinations makes it conducive to perpetuate examination malpractices.

The delay in the delivery of justice in cases of examination malpractices due to centralization of the sanctioning procedures may also have an effect in the increasing incidences of examination malpractices in the University. As a result of the long process involved, many faculty/department members (and even students) may be unwilling to confront student culprits to avoid the trouble of being asked to come and testify before the panel of investigation. This lends credence to the study of Ukwuije (2013:56) which found that current examination malpractice sanctioning practice seems to suggest that dealing with examination malpractices takes too much effort. According to the author, "we are aware that many lecturers/examiners fail to report cases of cheats in examination to avoid the trouble and hassle of being invited to write reports and testify before panels of investigations". This likely accounted for the persistent cases of malpractices noticed in this study.

## **5.2 The extent the incidences of examination malpractices in Ebonyi State University are dependent on the student faculties/departments**

The findings on table 2 and 3 indicate that cases of examination malpractices are higher in some faculties and departments than others. This implies that the incidence of examination malpractices in the University is dependent on faculties and departments. A possible explanation for the high incidences of examination malpractices in these faculties and departments is that some students are admitted into specific areas of study based on vacancies and examination scores and not on individual student interest or to labour demand requirements. As a result, most of the students in these faculties/departments lack interest in their areas of study because they may believe that they have no prospects in those areas and hence they resort to examination malpractices. This finding is in tandem with the observations of Boateng (2002), who opined that faculties vary in a number of ways ranging from course specifications, population size, staff discipline and culture. According to Gerdeman (2000) some faculties offer courses that are very challenging and in such courses students are prone to malpractices if not properly checked. It is known that some faculties are larger than others in terms of students' population. When physical facilities like examination hall are inadequate, students are more likely to indulge in malpractices during examinations. This may have contributed to differences across faculties/departments in incidence of examination malpractices.

On the issue of staff discipline and academic culture Adebisi and Arogundade (2013) noted that some faculties by the nature of their training are more cultured and disciplined than others. The authors also noted that when the morality of a faculty/department is low, not only would the students be motivated to engage in examination malpractice, the entire faculty/department would be involved. Perhaps this is why Hughes and McCabe (2006 17:16) affirmed that:

Examination malpractice does indeed reveal the moral deficiencies of those students who engage in them, responsibilities also lie, however, with administrators (faculties and departments) who knowingly tolerate conditions that would allow examination malpractice to flourish in any generation of students.

The likely differentials in academic cultures of different faculties may have contributed to the observed differences in the incidence of examination malpractices in the various faculties/departments of the university.

## **5.3 The extent the incidence of examination malpractices in Ebonyi State University depends on gender**

Summary of result on table 4 shows that the incidence of examination malpractices among male and female students in the university is nearly the same. This implies that the incidence of examination malpractice in Ebonyi State University is not a function of gender. This by implication means that both male and female students have equal tendency to be involved in examination malpractices. Hence anybody can decide to cheat depending on his or her disposition. The reason may be due to the psychological and moral state of the individual. This finding is consistent with that of Athanason and Olasehinde (2002). They found that there was no significant difference in the average proportions reported for males and females that involved in examination malpractices. The finding is also consistent with the views of Olatoye (2002) who revealed that examination malpractice is a general phenomenon among male and female students. This means that both male and female students have equal chances of being involved in examination malpractices.

In contrast to the above findings, Anderson (1968) cited in Hill (1972) reported that females tend to cheat more frequently in some subjects like mathematics while males cheat more frequently in vocabulary tests. On the other hand, Amobi (2007) and Obidigbo (2011) found that males cheat more often in examination. According to them, females have gentler disposition unlike males and that makes them have a differentiation perception of the evils of examination malpractices. They argued that males are more aggressive and they see examination malpractice as one of the avenues of showing their stuff.

Judging from the above contrary findings, it means that gender may have influence on the incidence of examination malpractices or may not depending on the situation the students find themselves. Ward and Beck (1990) also cautioned that the distinction may not be in behaviour but in the willingness to admit to malpractices. The authors added that gender differences in examination malpractices appeared to have attenuated over time as sex role socialization of male and female students converged.

## **6.0 Recommendations**

1. Management should take appropriate steps to investigate the causes of examination malpractices in those faculties and departments where malpractices are endemic.
2. The University Management should mount systematic and comprehensive programmes to promote academic integrity in the University.
3. Introduction of e-examination in all the university and faculty-wide courses



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