

Assessing Factors of Examination Misconduct and Academic Performance within Students of Tertiary Institution in Bauchi States, Nigeria

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Date of Submission: 25-02-2025

Date of Acceptance: 05-03-2025

ABSTRACT

The study sought to examine thoroughly the factors that lead to examination misconduct among Students of tertiary institution in Bauchi State of Nigeria. The research has the following objectives; to; determine if the obstacles posed by school authorities lead to examination misconduct among students of tertiary institutions; establish the relationship between problems posed by lecturers and academic performance among students of tertiary institution; examine the influence of students factor on academic performance among Students of tertiary institution; evaluate environmental influence on examination misconduct among Students of tertiary institution; and establish the factors of academic performance among Students of tertiary institution. The study employs the use of descriptive survey design. A total of 266 staff and students were sampled from a population of 475 from 25 tertiary institutions in Bauchi State. A structured questionnaire on the factors that lead to examination misconduct was developed and data collected. The study used descriptive statistics in the analysis of data and the hypotheses was tested by correlation and regression. The study find out and conclude that; school authority is a factor that lead to examination misconduct among students of tertiary institutions; there is a relationship between problems posed by lecturers and academic performance among students of tertiary institution; student himself is a strong factor to the academic performance in tertiary institution; academic performance depends on the efforts, students capacity, on luck, on the teachers on student skills, on semester tests, on semester course works, on students previous

semesters examinations, on core/compulsory courses, and finally disagree that; students' academic performance does not depends on optional. The study recommend that institutions of higher learning should give tough penalties to culprits for example some universities expel such students unlike others which just cancel results or suspend the culprit for a maximum of Two years. Staff involved in cheating should also be punished for example by sacking. Apart from those engaged in examination malpractices been dismissed from the universities they must be made to face the full rigors of the Law. This will help bring decency into our educational and examinational system.

I. INTRODUCTION

One of the many present-day drawbacks affecting the education system currently is examination misconduct. In all nations, education is regarded as a vital mechanism of national development (Situma & Wasike, 2020). It is an essential procedure, where young people are prepared to lead dynamic lives in line with their capacities and interests. With education, students are not only trained, educated and sufficiently directed to achieve suitable expertise and information but also on how to transform their approaches to civic life (Liu, Wang, & Yuan, 2022).

Examination has to accomplish the determination for which it is intended and also to be a trustworthy steady way of measurement (CSAI, 2018). Once any form of wrongdoing or examination misconduct transpires, then the legitimacy is uncertain. Examination misconduct is generally defined as a thoughtful incorrect deed

opposing to authorized examination instructions planned to place a candidate at a discriminating benefit (Wilayat, 2009). Examination is the best instrument for an objective valuation and appraisal of what a student has attained after a period of teaching (Njoku, 2019). In fact, it is one of the most reliable indicators used to determine the extent of students' performance in a given training (Dajwan, Mafwalal, Davou, Mandung, & Davou, 2021).

Examination as the principal conclusion of proper education at the institutions of learning cannot be underestimated. It occupies the students in a reasonable way to achieve good grades and fulfill the anticipations of both their educators and parents. Though, passing examinations and gaining good certificates are very vital for the achievement of the examinees in today's modern world. Besides, it is not just the getting hold of certificates; the victory needs to be measured by good results. The reason lies that for student to join any dependable higher institution of learning, an average grade is essential. This anticipation for achievement enlightens why students are disposed to examination wrongdoing. Regrettably, the undesirable power of examination misconduct frequently leads to cessation of a student from an academic institution (Akaranga and Ongong, 2013). In fact, almost all higher institution of learning have put in place measures and actions for dealing with examination misconducts each time they are considered to happen.

The Examination Malpractice Act (1999) clarifies examination misconduct as any act of omission or commission by an individual who in expectation of, before, during or after any examination falsely secure any discriminating benefit for himself or any other person in such a way that breaches the rules and regulations to the level of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued. Again, examination malpractice is commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage, (Wilayat, 2009 quoted in Akaranga&Ongong, 2013).

II. PROBLEM STATEMENT

The role of academic performance expectation is to expect the progressive trend of academic performance in advance and find out the possible problems of students in time. This allows students and teachers to react in a timely manner and prevent the risk of failing the course. As the

educational environment continues to transform, so does research in this field (Yang & Li, 2018). Academic success expectation is a significant investigation problem in the field of educational facts insertion, which has been intensively studied by many researchers (Tomasevic, Gvozdenovic, & Vranes, 2020). However, many challenges remain in terms of prediction accuracy and interpretability due to the lack of richness and diversity of data sources and related features.

The way examinations are carried out may be with some loop holes, which could entice candidates to break examination rules. Some candidates may be relatively academic-weak and will want to go at the same pace, in terms of studies, with the relatively academic-strong ones. Other candidates know they are weak but because of laziness they will not want to learn hard to pass but prefer to take the risk to cheat. Some gained entrance to places outside their fields and find it difficult to cope; whilst others may be addicted to examination misconduct, and have over the years been involved in the act. Some parents of the candidates directly or indirectly aid their wards in this practice. Examination misconduct thus is of various forms, caused by various factors, and candidates and accomplices have diverse reasons for carrying them out.

The question of the factors of examination misconduct and academic performance is of great significance to the entire stakeholders of education. This controversial topic has been researched for decades yet the overabundance of studies are devoted to investigating the factors of examination misconduct among Students of higher learning has only added to the battle more. There are so many studies regarding the factors of examination misconduct. The result of this study will provide educational administrators, including Rectors, Provost, Registrars, Lecturers of higher institution with the evidence of the factors of examination misconduct and its effects on academic performance.

The issue of examination malpractice has become very rampant in Nigeria tertiary institutions. This is a source of concern by education stakeholders. Scholars like Akanni and Udofin (2015), Nnam and Inah, A. F. (2015) and Asore (2014) carried out their studies on causes, consequences and possible ways of reducing examination malpractice in Nigerian secondary schools. A study conducted in the northeast assesses the impact of the examination malpractice on students' academic achievement in the Directorate of the Degree Programs of Umar

Suleiman College of Education, Gashu'a, Yobe State (Abdullahi&Aliyu, 2023). Akinbi&Ayoola, (2022) look at the dimensions of examination malpractice in tertiary institutions, and its causes and discusses its implications and effects. This present work; however, is to examine thoroughly the factors that lead to examination misconduct and academic performance among Students of tertiary institution in Bauchi State of Nigeria. This study will be limited to some selected tertiary institutions in Bauchi state of Nigeria.

III. OBJECTIVES

1. To determine if the obstacles posed by school authorities lead to examination misconduct among students of tertiary institutions;
2. To establish the relationship between problems posed by lecturers and academic performance among students of tertiary institution;
3. To examine the influence of students factor on academic performance among Students of tertiary institution;
4. To establish the factors of academic performance among Students of tertiary institution

Lecturer as a Factor: The significant of a lecturer in the education procedure makes it authoritative that the process of educating the student lies on him. Unscrupulous seeds in the education career are helping and encouraging examination misconduct, (Odo, 2008). Lecturers also ultimately inspire students to go into misconduct when they fail to teach them at the right time. According to Aguba, (2015) "lecturers are the main factors of value in education; if they are unconcerned, indifferent, characterless, indolent, corrupt, disorderly, the entire country is ruined, if they are unaware, then they are risky" (Dajwan, Mwafalal, Bitrus, Mandung, & Davou, 2021). Badejo and Gandonu (2010) revealed that poor attendance of lecturers in class encourage learners to cheat in examination, and also agreed that the inconsideration of lecturers in marking script also promotes sharp practices in examinations.

According to, Asante- Kyei and Nduro, (2014) stated that the lecturer is the principal factor in examination misconduct. They revealed that the lecturer is the significant character in the trade of teaching on whom the quality of training given is greatly reliant on. The value of is affected by the competence of individuals in the education job and the degree to which they desire to advancement themselves. Lecturers do not have the ability to offer students the knowledge and a formidable

guide to grow and advance since the lecturer lacks the critical advantage, making the lecturers futile in performance and ability to be able to challenge their students sufficient to shape properly. Teachers are not well paid which leads to strike actions by teachers at all levels. Njoku, (2018) identified working conditions, societal pressure and poor remuneration as factors that predisposes students and teachers to examination malpractice

Student as a Factor: Students themselves are partly responsible for indulging in cheating as their attitude towards attending lectures is nothing to write home about (Dajwan, Mwafalal, Bitrus, Mandung, & Davou, 2021). Other students' vices such as cultism, drug abuse, sexual promiscuity and truancy are also factors encouraging examination malpractice on our campuses as students devote more time to them than their studies (Njoku, 2018).

A 9% increase of this figure which give us a rounded figure of 88% were in total support of the fact that emphasis and irate push for certificates influences learners to cheat in exams. The statistics gives a clear indication and a confirmation that the issue of cheating in academia has always involved students, the key players, ably assisted by their lieutenants' academic staff and authorities and lecturers. In a related study Adeyemi (2010) figured out the key factors of cheating in examination can be linked to general indiscipline among learners, this was shared by 97.3% of his respondents in the survey. Closely on its heels and equally a vital contributory factor learnt was the non-implementation of honor codes and malpractice decrees of institutions. Others with an equal high response rate was ineffective supervision (95%), inadequate preparation (90%), the desire to pass notwithstanding the cost involved had (82.4%). Factors like leakage of exam questions (64%) and leakage by school authorities (55.4%) attracted a fair response. Pratt (1981) contributing to theme revealed inadequate preparation on the part of students serves as a fertile ground for cheating. Ruwa (1997) reporting the views of instructors on the matter, attributed the prevalence of cheating to poor delivery, inadequate facilities, poor conditions of service, fear of failure, and admission of unqualified candidates. Fayombo (2004) summing up identified psychological and sociological causes, but believes over reliance on qualification or paper certificate remains the top most causal factor.

Parent as a Factor: On the part of parents, findings revealed that they are motivated and

highly prepared to pay whatever it takes to cushion their wards and children to achieve results (Onyibe, Uma, & Ibina, 2015). Parental indiscipline and blatant flout of regulations, abuse of wealth and unrealistic expectations and excessive demands have been identified as an integral component of parental involvement in academic integrity violation acts (Dajwan, Mwafalal, Bitrus, Mandung, & Davou, 2021). Studies have discovered some parents overburdened their children giving them no breathing space for studies after school, others are so much money inclined that they offer little or no supervision to their wards. Others are of the firm believe, with money all things are possible, and can achieve any feat by so doing resort to paying their way through the admission process, buying questions greasing the palms of invigilators and institutional authorities to pave way for their wards to have it smooth sailing in the evaluation process. Others in the name of perpetuating family tradition and sustaining success impose courses or programmes on their wards when their capacity cannot sustain them. Children being so vulnerable and in the bid to please their parents indulge in academic integrity violation acts. It has also been noted that guardians enjoy seeing their wards perform better than their mates and will do whatever it takes to get them there without considering their actions (Livinus, 2015). Most parents are easily persuaded to bribe their way through for the sole success of their children and self-gratification because of social status and economic ability (Akaranga & Ongong, 2013).

IV. THEORETICAL REVIEW

The study will be guided by the Theory of Planned Behavior (TPB) (Madara, Namango, & Katana, 2016). The TPB according to Madara et al (2016) advanced from the theory of reasoned action, Fishbein & Ajzen, (1975) which posited "intention to act" as the best predictor of behavior. The premise of the TPB is that individuals make rational decisions to engage in specific behaviors based on their beliefs about the behaviors and their expectation of a positive outcome after having engaged in the behaviors. This explains why students engage in examination malpractice, where they hope to benefit by passing examinations and graduating.

TPB posit that misconduct occurs because of the chance as well as the intent to cheat for example a learner may have a auspicious approach toward double-dealing and may have friends who also engage in double-dealing, but the vigilant level of examination monitoring in a specific class may make double-dealing difficult or difficult (Madara et al 2016). The TPB therefore expounds both the motives why students cheat in exams and how the policy of stringent supervision of exams can help avert such.

Research Design

This study embraced the survey design in trying to access the various factors of examination misconduct and academic performance among Students of higher learning in Bauchi State, Nigeria. Agreeing with Mugenda & Mugenda (2003) surveys allow researchers to get data about practices, conditions or opinions at one point in time through inquiry form and conversations. Survey research is alarmed with the interrogations to whatever, how and why of an occurrence which is the unease for this research (Kothari, 2004).

Survey Design

Data capture instrument (DCI): Questionnaire will be the data capture instrument for this study; it will be designed in two formats. The first one will be developed in respondent completion format which will be distributed manually; this will seek to evaluate the respondent's knowledge, present position and condition as a student. It will also explore their opinions and contributions concerning issues surrounding exams malpractice and students performance. A four point Likert-scale will be generated in the questionnaire to enable the respondents select the most appropriate point that corresponds to the degree of their agreement with the statements. The points are coded for easy understanding. According to Veal (2011) this approach has the advantages of measuring attitudes and behaviors and also allows responses to be quantified.

Population

All the students of tertiary institutions Bauchi States of Nigeria constituted the population of the study. There are total of 25 tertiary institutions in Bauchi state, Nigeria.

Table 1.1 Population

S/N	INSTITUTION	FEDERAL	STATE	PRIVATE	TOTAL
1.	Universities	2	1	-	3
2.	Polytechnics	1	1	-	2
3.	Colleges of Agriculture	-	1	-	1
4.	Colleges of Health	-	1	7	8
5.	Nursing	2	1	-	3
6.	Colleges of Education	-	3	5	8
7.	Total Tertiary Institution	5	8	12	25

SOURCE: Researcher, (2023)

Sample & Sampling Technique

The study will be delimited to only tertiary institution in Bauchi state of Nigeria due to lack of time and resources. The sample for this study will

be 475 respondents which will be selected through simple random sampling technique. The sample is as shown on Table 2

Table 1.2 Sample Size

S/N	INSTITUTION	A/Registry	A/Staff	Students	Total
1.	Universities	3*1=3	3*6=18	3*12=36	57
2.	Polytechnics	2*1=2	2*6=12	2*12=24	38
3.	Colleges of Agriculture	1*1=1	1*6=6	1*12=12	19
4.	Colleges of Health	8*1=8	8*6=48	8*12=96	152
5.	Nursing	3*1=3	3*6=18	3*12=36	57
6.	Colleges of Education	8*1=8	8*6=48	8*12=96	152
7.	Total	25*1=25	25*6=150	25*12=300	475

SOURCE: Researcher, (2023)

Research Instrumentation

The design of this study will be survey research and the researchers thought it suitable to use a questionnaire as research instrument for data collection. Therefore a self-developed semi-structured questionnaire will be prepared for the students. It will comprised of a five point likert scale i.e., SA= 4 (Strongly Agree), A= 3 (Agree), DA=2 (Disagree) and SDA= 1 (Strongly Disagree).

this purpose, pre-test will be done in one tertiary institution in Bauchi States of Nigeria to remove the weaknesses, misconceptions and ambiguities of the questions in the questionnaire. After pre-testing, questionnaire will be revised and modified. Any item that is found weak will be deleted.

Pre-Test

Validation and authentication of the research instrument is imperative for the achievement of authentic and accurate results. For

Data analysis

The data collected from the respondents will be analyzed using statistical analysis tools. The statistical software SPSS will be applied for the data analysis. The propose statistical tools for carrying out the analysis are as follows:

V. RESULTS

Table 1.3 School Authority Factor

	N	Min.	Max.	Mean	Std. Dev.	Decision
Unstable school calendar can lead to examination malpractice	245	1.00	4.00	3.1673	1.03650	Agree
Inadequate notice of issues can lead to exam malpractice	245	1.00	4.00	3.1184	.89068	Agree
Improper structure of exam timetable can encourage cheating in exams	245	1.00	4.00	3.2898	.86466	Agree

Inadequate facilities for exams can encourage students to cheat in exams	245	2.00	4.00	3.2653	.66454	Agree
Collaboration between staff and students cause exam malpractice	245	1.00	4.00	3.2408	.79133	Agree
Focus on cognitive (memory) assessment brings about exam malpractice	245	1.00	4.00	3.1184	.94428	Agree
Inadequate monitoring of lecturer activities can cause exam malpractice	245	1.00	4.00	3.4367	.83044	Agree
Adequate concerns to students' welfare promote cheating	245	1.00	4.00	2.9714	1.07276	Agree
Valid N (listwise)	245					

Table 1.3 show the descriptive result of School Authority Factor. The study strongly agreed that unstable school calendar can lead to examination malpractice with a mean score of 3.1673 and a standard deviation of 1.03650, it further strongly agreed that inadequate notice of issues can lead to exam malpractice mean score of 3.1184 and a standard deviation of .89068, it also agreed that; Improper structure of exam timetable can encourage cheating in exams mean score of 3.2898 and a standard deviation of .86466. The result also revealed that inadequate facilities for exams can encourage students to cheat in exams mean score of 3.2653 and a standard deviation of

.66454, Collaboration between staff and students cause exam malpractice mean score of 3.2408 and a standard deviation of .79133 in addition it strongly agreed that; Focus on cognitive (memory) assessment brings about exam malpractice mean score of 3.1184 and a standard deviation of .94428 also, inadequate monitoring of lecturer activities can cause exam malpractice mean score of 3.4367 and a standard deviation of .83044 and finally states that adequate concerns to students' welfare promote cheating mean score of 2.9714 1 and a standard deviation of .07276. The study agree that school authority is a factor that lead to examination misconduct among students of tertiary institutions.

Table 1.4 Lecturers' Factor

	N	Min.	Max.	Mean	Std. Dev.	Decision
Poor attendance of lecturers in class encourages students to cheat in exams	245	2.00	4.00	3.5633	.54423	Agree
Use of poor lecture techniques/methods facilitates exam malpractice	245	2.00	4.00	3.4898	.54781	Agree
Frequent strike actions encourage exam malpractice	245	1.00	4.00	3.0776	.99903	Agree
Inadequate teacher pupil interaction in class encourage malpractices	245	1.00	4.00	2.9306	.86796	Agree
Sexual harassment from lecturers can encourage cheating in exams	245	1.00	4.00	2.7592	1.00977	Agree
Using students to mark examination scripts encourages exam malpractice	245	1.00	4.00	2.9755	.97899	Agree
Extortion of students by lecturers promotes exam malpractice	245	1.00	4.00	2.7306	.91486	Agree
High handedness of some lecturers influences students' involvement in exam malpractices	245	1.00	4.00	2.8041	.94651	Agree
Valid N (listwise)	245					

Table 1.4 show the descriptive result of Lecturers' Factor. The study strongly agreed that poor attendance of lecturers in class encourages students to cheat in exams with a mean score of 3.5633 and a standard deviation of .54423; Use of poor lecture techniques/methods facilitates exam

malpracticewith a mean score of 3.4898 and a standard deviation of .54781; Frequent strike actions encourage exam malpractice with a mean score of 3.0776 and a standard deviation of .99903; Inadequate teacher pupil interaction in class encourage malpracticeswith a mean score of

2.9306 and a standard deviation of .86796; Sexual harassment from lecturers can encourage cheating in exams with a mean score of 2.7592 and a standard deviation of 1.00977; Using students to mark examination scripts encourages exam malpractice with a mean score of 2.9755 and a standard deviation of .97899; Extortion of students by lecturers promotes exam malpractice with a

mean score of 2.7306 and a standard deviation of .91486; and finally states that high handedness of some lecturers influences students' involvement in exam malpractices with a mean score of 2.8041 and a standard deviation of .94651. The study agrees that there is a relationship between problems posed by lecturers and academic performance among students of tertiary institution.

Table 1.5 Students' Factor

	N	Min.	Max.	Mean	Std. Dev.	Decision
Poor attendance at lectures by students encourages exam malpractice	245	1.00	4.00	3.2000	.80266	Agree
Inadequate preparation for exams makes students cheat in exams	245	1.00	4.00	3.1020	.82096	Agree
Inability to get reading materials facilitates exam malpractice	245	1.00	4.00	2.9796	.89831	Agree
Lack of confidence promotes exam malpractice	245	1.00	4.00	2.9551	.93762	Agree
Laziness promotes exam malpractice	245	1.00	4.00	2.8816	.99500	Agree
Mad rush for certificates encourages students to cheat in exams	245	1.00	4.00	2.8571	.95385	Agree
Negative peer influence brings about exam malpractice	245	1.00	4.00	2.9796	.87050	Agree
Too much involvement in social activities promotes exam malpractices	245	1.00	4.00	2.8327	1.01250	Agree
Valid N (listwise)	245					

Table 4.5 show the descriptive result of Students' Factor. The study agrees that poor attendance at lectures by students encourages exam malpractice with a mean score of 3.2000 and a standard deviation of .80266; Inadequate preparation for exams makes students cheat in exams with a mean score of .1020 and a standard deviation of .82096; Inability to get reading materials facilitates exam malpractice with a mean score of 2.9796 and a standard deviation of .89831; Lack of confidence promotes exam malpractice with a mean score of 2.9551 and a standard deviation of .93762; Laziness promotes

exam malpractice with a mean score of 2.8816 and a standard deviation of .99500; Mad rush for certificates encourages students to cheat in exams with a mean score of 2.8571 and a standard deviation of .95385; Negative peer influence brings about exam malpractice with a mean score of 2.9796 and a standard deviation of .87050 and finally states that too much involvement in social activities promotes exam malpractices with a mean score of 2.8327 and a standard deviation of .01250. The study agrees that student himself is a strong factor to the academic performance in tertiary institution.

Table 4.6 Environmental Factor

	N	Min.	Max.	Mean	Std. Dev.	Decision
The crowded nature of the classroom encourages exam malpractice	245	1.00	4.00	3.3673	.79171	Agree
Examination halls with few invigilators during examination encourages exam malpractice	245	1.00	4.00	3.4163	.76698	Agree
Poor sitting arrangement,	245	1.00	4.00	3.3918	.76390	Agree
Students are sandwiched together in the examination hall, promotes exam malpractice	245	1.00	4.00	3.1714	.82681	Agree

Location of examination centers encourages exam malpractice	245	1.00	4.00	2.9755	.90048	Agree
Poor accessibility for thorough supervision encourages exam malpractice	245	1.00	4.00	3.0735	1.07253	Agree
Valid N (listwise)	245					

Table 4.6 shows the descriptive result of Environmental Factor. The study agrees that; The crowded nature of the classroom encourages exam malpractice with a mean score of 3.3673 and a standard deviation of .79171; Examination halls with few invigilators during examination encourages exam malpractice with a mean score of 3.4163 and a standard deviation of .76698; Poor sitting arrangement, with a mean score of 3.3918 and a standard deviation of .76390; Students are sandwiched together in the examination hall,

promotes exam malpractice with a mean score of 3.1714 and a standard deviation of .82681; Location of examination centers encourages exam malpractice with a mean score of 2.9755 and a standard deviation of .90048 and lastly it states that; Poor accessibility for thorough supervision encourages exam malpractice with a mean score of 3.0735 and a standard deviation of 1.07253. The study concludes that environment influence on examination misconduct among Students of tertiary institution;

Table 4.7 Students' Performance

	N	Min.	Max.	Mean	Std. Dev.	Decision
My academic performance depends on the efforts I make	245	1.00	4.00	2.9020	.98690	Agree
My academic performance depends on my capacity	245	1.00	4.00	2.7551	.93499	Agree
My academic performance depends on luck	245	1.00	4.00	2.6571	.93036	Agree
My academic performance depends on the teachers	245	1.00	4.00	2.5102	1.04259	Agree
My academic performance depends on my skills	245	1.00	4.00	2.5347	.96868	Agree
My academic performance depends on semester tests	245	1.00	4.00	2.3673	.98542	Agree
My academic performance depends on semester course works	245	1.00	4.00	2.7102	.94614	Agree
My academic performance depends on my previous semesters examinations	245	1.00	4.00	2.4367	1.06407	Disagree
My academic performance depends on core/compulsory courses	245	1.00	4.00	2.5306	1.06167	Agree
My academic performance depends on optional courses	245	1.00	4.00	2.4816	.99005	Disagree
Valid N (listwise)	245					

Table 4.7 shows the descriptive result of Students' Performance Factor. The study agrees that; my academic performance depends on the efforts I make with a mean score of 2.9020 and a standard deviation of .98690; my academic performance depends on my capacity with a mean score of 2.7551 and a standard deviation of .93499; my academic performance depends on luck with a mean score of 2.6571 and a standard deviation of .93036; my academic performance depends on the teachers with a mean score of 2.5102 and a standard deviation of .04259; my academic performance depends on my skills with a mean score of 2.5347 and a standard deviation of .96868; my academic performance depends on

semester tests with a mean score of 2.3673 and a standard deviation of .98542; my academic performance depends on semester course works with a mean score of 2.7102 and a standard deviation of .94614; my academic performance depends on my previous semesters examinations with a mean score of 2.4367 and a standard deviation of 1.06407; my academic performance depends on core/compulsory courses with a mean score of 2.5306 and a standard deviation of 1.06167; and finally disagree that; my academic performance does not depend on optional courses with a mean score of 2.4816 and a standard deviation of .99005. This result agrees that academic performance depends on the

efforts, students capacity, on luck, on the teachers on student skills, on semester tests, on semester course works, on students previous semesters examinations, on core/compulsory courses, and finally disagree that; students' academic performance does not depend on optional.

VI. CONCLUSIONS

If something is not done to stop this terrible act that is eating into the vital part of our educational fabric then certificates awarded by Nigeria institutions of higher learning would not be recognized both in the local and international level. At the same time employers would no longer respect such certificates from universities. The worst is we cannot attain sustainable development and eradicate poverty if examination malpractices happen in our institutions of higher learning which are supposed to produce high level manpower with skills for development.

VII. RECOMMENDATIONS

To curb the problem of Examination malpractice the study recommends the following:

- ✓ Institutions of higher learning should give tough penalties to culprits for example some universities expel such students unlike others which just cancel results or suspend the culprit for a maximum of Two years.
- ✓ Staff involved in cheating should also be punished for example by sacking. Apart from those engaged in examination malpractices been dismissed from the universities they must be made to face the full rigors of the Law. This will help bring decency into our educational and examination system.
- ✓ Lecturers should avoid setting recall questions and get used to application questions which tests on students understanding of concepts. This can be achieved through proper moderation of exams
- ✓ Institutions of higher learning should invest in Close Circuit Television (CCTV) cameras to curb the vice. All examination Rooms in the Universities should be installed with CCTV cameras to catch those involved in cheating and to discourage those who plan to be involved.
- ✓ Institutions of higher learning should improve on invigilation and supervision of exams. Have thorough and enough invigilators to supervise the exams so that it becomes practically impossible for students to malpractice.
- ✓ Schools should organize to teach students on the virtue of integrity right from first year. This

can be done in the various courses which are taught at the university or through workshops and seminars for students

- ✓ Institutions of higher learning should organize for workshops and seminars on administration of examinations for lecturers and university non-teaching staff who handle examinations
- ✓ Institutions of higher learning should come up with a clear and effective monitoring system for coverage of course content by lecturers so that students are well prepared in their courses before sitting for exams
- ✓ Members of staff of an institution who learn in the same institution should not be allowed to work in sections which handle exams. This is to avoid them from accessing exams
- ✓ Students' class attendance should be monitored to ensure they attend classes and learn properly before sitting for exams. This will ensure students learn all that they are supposed and therefore be ready to do exams without copying
- ✓ Institutions of higher learning can adopt open book type of examinations which require learners to only apply what they have learnt in class. This will make learners study to understand so that they can be able to apply what they have studied.
- ✓ Nigerian government should provide the universities with enough funds so that the universities can employ more lecturers and teaching assistances. The purpose here is to allow for each student to be given, say, in a semester a question or project work that will be different from others to prevent students from copying from their colleagues.
- ✓ Lecturers and others who participate in supervision of exams should be paid a token of appreciation for the work so that they are motivated to do the work diligently
- ✓ Written assignments, projects thesis and dissertations submitted by students should be subjected to plagiarism checker to ascertain if they are student's original work or just copied from somewhere.
- ✓ Students in institutions of higher learning should be made aware of the negative consequences of examination malpractices. This should be done at the beginning of their studies in institutions of higher learning

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