ANALYSIS OF THE MANAGEMENT OF EXAMINATION MALPRACTICES IN COLLEGES OF EDUCATION IN NORTH – WEST GEO-POLITICAL ZONE, NIGERIA

BY

TANIMU IBRAHIM MUHAMMAD

Ph.D/Educ/2638/2007-2008

A THESIS SUBMITTED TO SCHOOL OF POST GRADUATE STUDIES AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph.D) IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY, ZARIA

SEPTEMBER, 2015

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SEPTEMBER 2015

DECLARATION

I wish to declare that this thesis titled, "Analysis of the Management of Examination Malpractices in Colleges of Education in North – West Geo-Political Zone, Nigeria," is the outcome of my research work. This research work has never been presented anywhere for the award of Degree. All citations and sources of data used are acknowledged by means of references.

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Tanimu Ibrahim Muhammad **Date**

CERTIFICATION

This thesis titled Analysis of the Management of Examination Malpractices in Colleges of Education in North – West Geo-Political Zone, Nigeria, by Tanimu Ibrahim Muhammad meets the regulations governing the award of the Degree of Doctor of Philosophy (Educational Administration and Planning) of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

The study, "Analysis of the Management of examination malpractices in Colleges of Education in North –West Geo-Political Zone, Nigeria," was undertaken to find out the Forms, Causes, Effects, Challenges and the Management of Examination Malpractices in Colleges of Education in Nigeria in order to raise the status and integrity of the institutions and the certificates issued. The various management of examination malpractice strategies was captured in order to evolve new strategy possibly for the total eradication of the problem. A total of 380 Students, Lecturers, Examination Officers and Head of Departments were randomly selected from State and Federal Colleges of Education in the North West Geo Political Zone, Nigeria. Participants were selected through Cluster Sampling Process. A questionnaire comprising six sections was constructed. Three hundred and thirty (330) copies of questionnaire were retrieved and the responses of participants were analyzed using analysis of variance (ANOVA) after generating the frequency distributions, means, and standard deviations. The five hypotheses of this research were tested at 0.05 level of significance. The major findings of this study revealed, that there are different forms of examination malpractices, including new forms of hi-tech exam cheats (MP3 and MP4) being practice in the Colleges Education. That the causes of the cheating are many, popular among them, are emphasis on certificate, poor examination paper setting, low salary level of personnel (lecturers, typists, examination officers, etc) and inadequate preparation of students. That, the effects of examination malpractices identified include lack of value of the certificate issued, colleges were embarrassed with examination malpractice, decrease in job efficiency, etc. That the Management Strategies employed by the Colleges are weak and therefore, the problem persisted and more students tend to join in Examination Malpractices. That, the challenges are enormous; increase in enrolment rate leading to over-crowdedness in the examination rooms due to inadequate facilities, inadequate trained teachers, moral decadence that penetrated the colleges, interference with investigation and punishment of the culprits. In view of the findings the researcher developed two models, which if carefully and diligently implemented may eradicate Examination Malpractices in Colleges of Education. The models are teacher effectiveness model, which comprises input, process and output that could produce a free Examination Malpractice environment. This model is cheap and safer as there is no security challenge since the beneficiaries (students) receive what they want. While the second model is on the high continuous assessment and feedback model. Finally, suggestions for future studies are presented.

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LIST OF ACRONYMS

EFA	Education for All
WAEC	West African Examination Council
NCCE	National Commission for Colleges of Education
FCE	Federal College of Education
EMIC	Examination Malpractice Investigation Committee
COE	College of Education
JAMB	Joint Admission and Matriculation Board.
UME	University Matriculation Examination
NECO	National Examination Council
FME	Federal Ministry of Education
CMS	Church Missionary Society
NCEPP	National Certificate in Education Part-Time Programme
OECD	Organization for Economic Cooperation and Development
SWOT	Strength Weakness Opportunity and Threat
JACEE	Joint Action Committee on Examination Ethics \
NTI	National Teachers Institute
ANCOPSS	All Nigerian Conferences of Principals of Secondary Schools
TLSO	Teaching and Learning Support Office
CAEMI	Campaign on Examination Malpractice Initiative
UNESCO	United Nations Educational Scientific and Cultural Organization
IIEP	International Institute for Educational Planning

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The main objective of education being it formal or informal is to equip the student with the requisite knowledge and skills to enable him or her contribute effectively to the national development effort. This training in school demands periodic assessment and evaluation in the form of test, project, practicals or examinations in order to ascertain the level of achievement of knowledge and competence of the students. Since, education assessment covered all aspect of the curriculum then it is going to be tedious exercise and consumes substantial time of classroom teacher and the school. Educational assessment can be define as the process of documenting usually in measurable terms, knowledge, skills, attitudes and beliefs. The assessment conducted can focus on the individual learner, the learning community (class, workshop, or other organized group of learners) the institution or the educational system as a whole. At the end of assessment exercise, marks are awarded to students who have participated. These marks tell a student that knowledge and skills have been mastered, and at the same time also show areas of weakness so that it can be the focus of the future learning activities. Furthermore, this method of assessment is used to monitor the quality of school system, evaluate education policies and programs as well as make important instructional decisions about students.

It is important to note therefore, that conducting school examinations for maintaining educational standards faces a lot of challenges at all levels but more importantly at NCE level in Nigeria. The reason behind this is that these level results serve as a stepping stone for employment into teaching and a qualification for further studies at higher level. Among the challenges include test/examination administration, releases of results and certificates as well as examination malpractice. Thus, before administration of examination, the questions have to be developed to an

expected standard. This process involves more than the commissioning, development and production of examination question papers. However, it begins from the development of the examination syllabuses which are derived from the teaching NCCE syllabuses (or minimum standard) developed by the Nigerian Commission for colleges of education (NCCE). Furthermore, examination questions development involves the provision of test specifications table or blue print to guide the lecturers/teachers as well as those who will eventually compile the examination papers. In order to ensure the validity, reliability as well as the right standard of the test, copies of questions and marking schemes are sent to external moderators. The moderator who is senior lecturer from the university or sister college of education, analyze and make corrections before the final production and administration of the examination. In some colleges newly employed staff receives orientation in the following areas that have to do with examination

a. Setting of essay and multiple choice questions
b. Development of marking schemes and scoring keys
c. Standard fixing or Award of marks
d. Investigating and recommending cases of examination irregularities, with a view to ensuring as much as practicable that no candidates benefit from an undue or unlawful advantage over the others.

Upon all these efforts by the colleges and external examining assessor to ensure reliability and validity of the questions, some students still struggle illegitimately for higher grades through academic dishonesty popularly known as examination malpractices.

Therefore, it is against this background, that students, in colleges of education and at times supported by parents/guardians considered as a top priority to produce higher scores or grades by all means either legitimate through adequate preparation for the examination, financing and monitoring of the system or illegitimately through cheating or examination malpractices. The attitude of students during examination and that of over dependence on certificate for employment

by government and private organization in recent time led to crazy rush by students and some parents to struggle for certificate even through cheating.

Therefore, examination malpractice in Nigeria today no doubt has attained a frightening proportion not only to teachers and school administrators, but to various interest groups, concerned citizens, some parents, employers of labor and even international organizations. The practice employed by students is highly sophisticated and institutionalized. The menace of examination malpractices in Nigeria these day is threatening to uproot the very foundation of the country educational system, which has being built as the avenue or vehicle for inculcation of moral and ethical values to our youths (Harbour, 2000, Dibu, 2000, Ahmad and Bala, 2000, Yaroson 2004, Money and Onojete, 2007, and Aisha, 2008). It is truism that the hope of any society being it traditional or modern, micro or macro largely depends on its honest and dedicated youths who are free from all evils that disrupt the entire fabric of the system.

In view of the ever increasing incidence of examination malpractices and the problems associated with the conduct of examination in Colleges of Education in Nigeria, this study was undertaken to look into the various type, causes effects and management of the menace. Thus, the management of examination malpractices in Nigeria Colleges of Education largely depends on the school leadership and the style employed, the role of examination malpractices committee (EMIC) and action taken by the Academic Board. Some scholars contend that the school heads must handle the problem of examination malpractices not only using appropriate styles but at the right time or rather act quickly. Studies show that if problems are not handled in good or appropriate time, it will get worse and if allowed unchecked may reached an extremely difficult or dangerous point.

1.2 Statement of the Problem

In recent time more than any other time in the history of this country, the prevalence of examination malpractices have assumed an alarming trend. The situation is so ugly that hardly you read newspapers, attend conference or go on internet without coming across issues rose on examination malpractices. The situation has also become so bad that our national and local mass media indirectly support and encourages examination malpractices by allowing people to advertise the phenomenon on the pages of their papers or radio and television (Nasiru, 2009).

The advertisement is in the form of school (mostly private) inviting students to come, write examination in their schools, and pass in one sitting. The question commonly asked here is how does one pass an examination by just registering and writing exams in the school? The possibility of such candidate or all those registered with the school, passing at a single sitting as advertise, is not that the entire students were so intelligent nor is it through training and hard work but the truth is through cheating. An investigation by THIS DAY revealed that certain secondary schools in Kaduna have become centre of excellence, where one can register for WAEC, NECO, or SSCE and determine the number of credits one wants, with full assurance that this will happen at the end of the day (Reuben, 2008). The truth is that so many schools in different part of the country are involved in this act. Hence such schools charged exorbitantly, tagged as '*cooperation fees*' or '*settlement fees*' in order to have surplus fund that will meet up the expenses of bribing external examiners or invigilators, as claimed by such school proprietors. According to Reuben (2008) that with the payment of stipulated amount, once question paper comes to such schools, it is solved by the teachers, quickly photocopied and distributed table by table to all the students that paid. In addition textbooks and any other relevant materials have free access into such exam hall.

Also it is in Nigeria that due to lawlessness, people go about freely discussing how they cheated or were helped to cheat in examination in their various centers. In some other examination centers answers are photocopied and given to students to copy free. The freedom has gone to the extent that some invigilators or their agents copy answers for candidate on the black board. Hence,

you discover in recent time students with the support of their parents from public schools rush to such private schools to pay and register at the rate of twenty five thousand (N25, 000.00) to thirty thousand (N30, 000.00) instead of the official government rate of five thousand naira (N5, 000.00) to seven thousand Naira (N7, 000.00) charged by public schools (Reuben, 2008). These students also ignore the sponsorship offered to indigene students in public schools by most northern states government; simply because of their belief that such private centers provide automatic ticket for them to get the minimum of 5 credits and above including mathematic and English. Little wonder, therefore, that students with such a very good result find it extremely difficult to pass ordinary JAMB or post UME examinations in our various universities and polytechnics.

Similarly, examination malpractices increased tremendously in colleges of education. Most Academic Board of Colleges of Education receives cases of students' involvement in different forms of examination malpractices almost after every semester. Such reports were presented to Academic Board through Examination Malpractices Committee (EMIC). In some colleges EMIC is centralized while in other colleges the committee is decentralized so that each school in the college has its EMIC which report to the Dean of the school who in turn report to the Academic Board for consideration and final approval.

It is then obvious that examination malpractices and its management is complex. It is indeed complex because it has to do with managing inappropriate behavior that involves many interested groups within and outside the College. More importantly collecting evidences or facts of such misbehavior is not an easy task as some candidates swallow cheat notes to escape prosecution. For instance a case was reported of an engineering student from Calabar polytechnic caught copying from a foolscaps almost chocked to death as he was swallowing it in an attempt to destroy evidences (News watch, 1991). This is one out of so many episodes happening in Nigerian schools. Experiences and researches shows that student use so many tactics in an attempt to destroy evidences of examination malpractices such as running away from the examination Hall with the

script, cheats notes or washing of the body parts that contained cheat data/information, threatening invigilators with death not to disclose the cheat materials, and many other ways (Ivor, 2008). Candidates also successfully accomplished their aim with special support within the school by corrupt teachers, administrators, examination officers, messenger etc, and from outside the school by candidate friends, and parents or relatives.

Therefore, the concern expressed by the public on the implication of this practice in many part of the country and the rate at which candidates become involved, in addition to many years invigilation experience of the researcher, motivated the research to analyze different types, causes and effects of examination malpractices from the managerial perspectives. This attempt is to dig out the bases of the problem from the grassroot, the approaches adopted by the colleges Academic Board in dealing with such cases in order to identify the nature and reasons behind examination malpractices in Nigeria Colleges of Education.

Thus, this investigation was conducted to find out the types and causes, effects, and the management of examination malpractices in Nigeria Colleges of Education.

1.3 Objectives of the Study

The research objectives on analysis of the types, causes, effects and management of examination malpractices in Nigerian Colleges of Education were tailored towards achieving the following:

1. identify various forms of examination malpractices in Colleges of Education in North West Geo –Political Zone, Nigeria;
2. examine the causes of examination malpractices in Colleges of Education in North West Geo –Political Zone, Nigeria;
3. determine the effects of examination malpractices on students' future performances in Colleges of Education in North West Geo –Political Zone, Nigeria;

4. assess the management of examination malpractices in Colleges of Education in North West Geo –Political Zone, Nigeria; and
5. find out the challenges in the management of examination malpractices in Colleges of Education in North West Geo –Political Zone, Nigeria.

1.4 Research Questions

Based on the objectives of the study, the following research questions offer direction to the researcher in carrying out the study:

1. What are the various forms of examination malpractices in colleges in North West Geo – Political Zone, Nigeria?
2. What are the causes of examination malpractices in colleges of education in North West Geo –Political Zone, Nigeria?
3. What are the effects of examination malpractices on students' performance in colleges of education in North West Geo –Political Zone, Nigeria?
4. What are the various approaches used in managing examination malpractices in colleges of education in North West Geo –Political Zone, Nigeria?
5. What are the challenges in the management of examination malpractices in Colleges of Education in North West Geo –Political Zone, Nigeria?

1.5 Research Hypotheses

Based on the research questions raised in this study, the following hypotheses were formulated:

There is no significant difference in the opinions of lecturers, examination officers, head of departments and students on the various forms of examination malpractices in colleges of education in North West Geo –Political Zone, Nigeria.

1. There is no significant difference in the opinions of lecturers, examination officers, head of departments and students on the various causes of examination malpractices in colleges of education in North West Geo –Political Zone, Nigeria.
2. There is no significant difference in the opinions of lecturers, examination officers, head of departments and students on the effects of examination malpractices on students' future performance in colleges of education in North West Geo –Political Zone, Nigeria.
3. There is no significant difference in the opinions of lecturers, examination officers, head of departments and students on the various approaches used in the management of examination malpractices in colleges of education in North West Geo –Political Zone, Nigeria.
4. There is no significant difference in opinion of lecturers, examination officers, head of departments and students on the various approaches used in the management of examination malpractices in colleges of education in North West Geo –Political Zone, Nigeria.

1.6 Basic Assumptions

This research work was based on the assumption that:

i. Colleges of education in the country posses both the managerial and academic leadership skills to control the menace of examination malpractices.
ii. The nature of questions asked in the test or semester examination in the college, should aim at determining the ability of students or prospective practitioner in teaching.
iii. The structure, content and difficulty of the test questions written are similar to that of end of the semester questions and that also depend on the type of subject, the age group of the tested persons and the profession.

iv. Examination malpractices is an act of deception and trickery by students and their supporters, employed to create an unfair advantage, usually in one's own interest and often at the expense of others.

v. Lecturers serving in the colleges were prepared to deal with the problem of cheating during examination.

vi. Provost within the research zones demonstrated strategic leadership skills in diagnosing different types of examination malpractices in their schools and controlling them.

vii. Provost, Head of departments and lecturers/invigilators demonstrated expertise in employing different approaches to combat the menace of examination malpractices in their colleges.

viii. Academic Boards are meeting their professional obligation of making/reviewing examination malpractices laws and at the same time ensuring that the culprits are punished accordingly.

1.7 Significance of the Study

The study analysis of the type, causes, effects and management of examination malpractices in Nigeria colleges of education is hoped to be of great significance in many ways not only to the colleges in the research areas but to the nation and international community at large. This is possible through suggesting ways of restoring credibility of the examination in Colleges of Education in the country. It would also be of significant to the Provost, teachers, religious leaders, National Commission for College of Education (NCCE), legislators, curriculum experts, educational planners and parents through its findings and recommendation. The study will also be of great importance to external examination bodies at other levels of education such as the National Examination Council (NECO) West Africa Examination Council (WAEC) and Joint Matriculation Board (JAMB) on various mechanisms of examination malpractices more especially now that the practice is becoming more rampant, sophisticated and varied. This is because students were exposed to cheating techniques not only through friends/peer group influence but, through professional programs on line (internet). This study will also be of tremendous importance to religious leaders

and preachers whose mission is to have honest and discipline society. This can be accomplished through inculcation of right attitude, values, and promotion of moral identity among Nigerian citizens more especially the youths who cheat during examinations and they are expected to be leaders of tomorrow. The study will also be of great significance to the state and federal ministries of education in understanding the origin, various agents' causes and effects of examination malpractices in colleges.

The study would no doubt play a vital role in making the policy makers and legislators to acknowledge the risk and threat exhibited by students involved in examination malpractices and the perpetrators some time indiscipline parents, corrupt teachers and peer groups as alleges by culprits or invigilators. This will enable legislators not only revisiting the existing disciplinary measures but to insist that culprits are punished without fear or favor.

To student the research may bring about positive changes in their attitude to studies and examination, so that we have examination malpractices free society. It would also serve as an important source of related literatures for future researches which this work did not adequately covered.

Finally the implementation of recommendation made in this study would also bring about positive changes in the curriculum review of minimum standard carried out after 4 years. This is because some students attribute their involvement in examination malpractices to the difficulty or inadequacy of the curriculum while the colleges and administrators would find this research useful in understanding the complexity of examination, organizational behavior management and more importantly risk management. For the knowledge of these management issues are important to administrators and invigilators, since most students caught cheating either retaliate or attack the supervisor/invigilators. In a nut shell, this study will be of great significance to curriculum developers, legislators, invigilators, educational administrators, parents, preachers, students and

prospective school managers. In conclusion the study of this nature would no doubt add to the existing body of knowledge.

1.8 The Scope of the Study

The scope of the study is delimited to only colleges of education in North-West Geo-Political Zone, Nigeria; issues on Examination Malpractices; and Challenges confronting research of this nature.

i. **The colleges of education:** The study captured Federal and state colleges of education in North –West Geo – Political Zone of Nigeria. The colleges were selected for the study based on their years of establishment and nature of course offered. Among the colleges most of them are multi-dimensional such as Federal colleges of education Kano, Dustinma, Zaria and state colleges of education Gidan waya Kaduna state, Isa Kaita Dustinma, Katsina State, Kumbotso, and Maru, Zamfara state. Among them is one of the four colleges first established in Nigeria, which is FCE Zaria established in 1st November 1962. Federal College of Education (Technical) Gusau represent a one dimensional college system and for female students. Therefore, the colleges selected in the region represent gender issue, historical and national character as people of all tribes and religion are found in the selected colleges. In view of the above reasons the researcher is of the view that generalization of findings could be applicable to the zone as a whole.

ii. **Examination malpractices issues:** The researcher is scoped to the study of examination malpractices in the following areas, forms, causes, effects, management approaches and challenges confronting management of examination malpractices in colleges of education in North –West Geo-Political Zone.

iii. **Research challenges:** The Challenges of complex research involving academic crime such as examination malpractices is bound to face series of challenges some of these challenges were perceived to have negatively affected quality and authenticity of the

data to be gathered and the general outcome of this research work. Other factors are associated with attitudes of the respondents, difficulty in reaching respondents and the originality or objectivity of the responses from the subject. However, the use of members of important segment of the college's decision making body the academic Board as part of the respondent may add value to the result obtained. The respondent representing department in the Board includes the head of departments and Examination officers who in most cases are chief lecturers. Their views are significant to this research since they are members of academic board the supreme body in the college that deals with all matters related to examination malpractices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

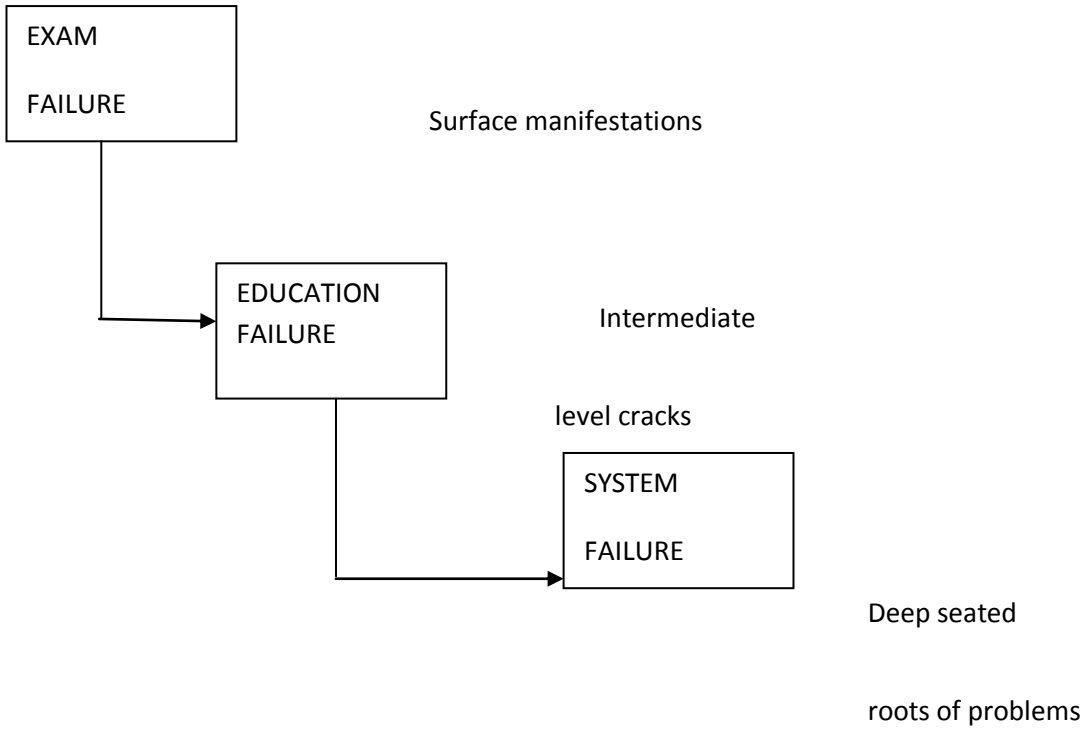
2.1 Introduction

The chapter reviewed related literature on the forms, causes, effects and management of examination malpractices in College of Education system. Empirical studies of related studies carried out by scholars are also captured in the chapter.

2.2 Theoretical and Conceptual Framework

The theoretical framework of this research is built around the work of Pai (2004) and Blooms in Kulbir (1996) as discussed bellow. Pai (2004) identified the root cause of examination malpractices. The discussion attempted to prove beyond the surface manifestation of what causes mass failure in public examinations to the quality of education that the school is delivering, to the contributions deep down in the wider society, to both education failure and examination failure. A model figure was developed to indicate that examination failure could not occur in a situation in which there has not been education failure and that in itself is predicated on system failure. Thus, the failure can be looked at three levels as illustrated in figure 2.1

Figure 2.1 Proving into deep level to attack examination failure at its roots



From the above it can be deduce that a failure in the educational system such as lack of qualified committed teachers, lack of political will to support the management of educational system, poor funding and many other inadequacies led to system failure which in turn led to education failure as

noticed by the weak performance of students as shown for instance in the chief examiners' reports on 2008 to 2010 to consist of

1. Shallow knowledge of subject matter
2. Incorrect interpretation of questions
3. Poor command of English language
4. Lack of mathematical/manipulative skills
5. Poor knowledge of examination techniques
6. Illegible handwriting and spelling mistakes
7. Inefficient preparation

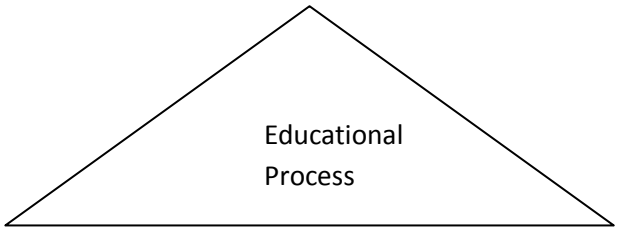
The failure of education in turn led to examination failure. It is also the fear of examination failure that is largely responsible for students' involvement in examination malpractice.

The continuous assessment used today unlike the old practice is all embracing concept which covers all aspects of the development of learner's psychomotor, affective and cognitive domains. It is an expectation of continuous assessment by the policy that should use a number of techniques which included tests, questionnaires, observation, inventories socio-metric, and projective techniques etc.

The use of these techniques enable assessment of gains in school subject and also assesses pupils values, beliefs, attitudes, and appreciation, interest, social relations, habits, emotional adjustment and life styles as well as manipulative skills and body movement like skills of writing, drawing, typing, dancing etc. This new concept is the product of Bloom's thinking about examination. His theory is based on a triangular model showing relationship between educational objectives, learning experience and evaluation procedures.

Figure 2.2: Relationship between Educational Objectives, Learning Experience and Evaluation

1. Educational Objectives (Ends)



2. Learning experiences (means) 3. Evaluation procedures

Source: Bloom's Triangular Model

There is inter-relatedness between objectives (end) learning experience (means) and evaluation procedures (assessment). Thus, educational objectives are to be operationally defined in terms of behavioral changes observed in three domains –cognitive, affective and psychomotor which learning experience have a close bearing to the educational objectives in view (Kulbir, 1996).

While the conceptual frame work is based on fundamental assumption that examination malpractices is an illegal behavior by a candidate and his supporters before, during or after the examination and students have perfected in the various forms of cheating in the examination halls so that he/she can attain success easily and cheaply without being detected. The second assumption is the feeling of inferiority complex to which any student that fails examination is subjected in the school, at home and in the society at large make the candidate goes to any length to pass examination. The common practice at such situation is cheating during examination, and at this level of NCE were substantial population were adolescent threaten invigilators with even gun (Ivor 2008, Nweze, 1997; Anameze, 1999).

It is also a general belief of most Nigerians that certificate is valued as a means to an end, hence, all efforts whether straight or crooked are employed by candidates, departments, or parents of the student to acquire NCE certificate. It is similarly perceived that certificate is a pre-requisite to acquiring wealth and belongings (Ivor, 2008; Nwamaradi, 1999). It is equally believed that it is in the

interest of the Colleges, Academic Board and Provost to act almost immediately after any examination malpractice in order to neutralize the dangerous situation. However, it is always appropriate before taking any action that the leader must think properly, investigate and gathered enough evidences.

On the basis of the enumerated assumptions and the increasing rate to which examination malpractice occur in colleges of education in Nigeria has become not only a regional concern but a serious national challenge or embarrassment which researchers, educationist, leaders and all stakeholders in the educational system cannot simply ignore. It is also an issue of concern that the foreigners looked at our academic certificate issued to our NCE and university graduate in Nigeria are no more valuable than the pieces of paper on which they are printed (Reuben, 2008)

Thus, this research work is based on the conceptual basis that unless issues of inferiority complex and preference to paper qualification for employment are properly control by all the stakeholders and teacher training for efficiency is intensified the problem of managing examination malpractices would be a mirage and may continue to prevail and bedevil our educational system.

2.3 The Concept Examination/Assessment

It is important for the study of this nature to first understand the concept of assessment and the challenges of conducting examination in Nigeria. This study will link us to the reasons why students cheat and strategic approaches to be employed by the colleges to deal with the problem at their levels. Thus, examination viewed from academic or professional context is a tests or assessment which aims to determine the ability of student or a prospective practitioner. Examinations are usually written tests, although some may be practical or have practical components and vary greatly in structure, content and difficulty depending on the subject, the age group of the tested persons and the profession.

Examination as defined by Okoye (1986) is an organized assessment technique which present individual personality. Fagbamiye (1998) looked at examination as a tool for measuring and judging the standard of education in any country. While Ojerinde (2000) view examination in the contexts of teaching profession as "a set of questions exercise designed to determine the knowledge or skills the examinee have acquired." Similarly Alutu (2005) cited by Ivor (2008) defined examination as a process of measuring how much knowledge a student in an institution of learning has acquired after exposing him/her to definite course of instruction.

Historically, examination originated from the ancient china. At that time they implemented the examination system nationwide for the selection of candidates for government appointment (Wikipedia 2010). Thereafter, the ancient England adopted and modified the China's system of evaluation. Here series of questions or tasks geared towards ascertaining the individual acquisition of skills and knowledge are designed and assessed accordingly. This technique later on spread to other parts of the world including Nigeria as a standard way of assessment. Thus, examination either school based or external are designed and administered at different stages of education and the result can be used for various purposes like reporting achievement in each subject to students and parents at the end of the term or semester or end of a programme. A second and very important purpose of examination is to provide teachers with diagnostic feedback on how they performed on each assessment task (curriculum council, 2010). In other words school based assessment help teachers to analyze what their students have learnt, how well they have learnt it, and helps them decide how to adjust their teaching programs if needed. Other purposes for administering examination according to Snehlata (2007) include grading, classification and certification so as to be sources of motivation, whether positive or not for the students and teachers.

Examinations in Nigerian Colleges of Education either school based or externally moderated assessment falls into three broad categories:

(a) Written examinations (essay and multiple choices), (b) excursion examinations and (c) practical or oral examinations. One out of these three types, the written examinations is most commonly used at this level in Nigeria, and is more commonly exposed to examination malpractices. The motives behind cheating by student, during written examinations were extensively discussed at different forum by educators, researchers, examination bodies and the general public. The opinions gathered from above discussant constituted a large literature on the subject, much of it reporting on the role played by government, teachers, invigilators, examination official, students and parents. (Aina, 1996, Danga, 1993, Aliyu et al 1997). However, little attention was taken about the inadequacy of the curriculum in which our assessment was developed to take care of other categories of skills in the knowledge like application, analysis, synthesis and evaluation. Besides, some other essential qualities such as oral presentation, leadership, tolerance, cooperative attitude, school behavior, co-curricular activities, and social values are not adequately taken care of in our assessment system. Furthermore, earlier, studies and literature on the problem of examination malpractice paid little attention on the shortcoming related to the preparation of the examination papers in terms of contents, nature and duration. Thus, to understand the phenomenon of examination malpractices in Nigeria requires a close studies and analysis of the issues rose above.

2.3.1 Challenges of Conducting Examination in Colleges of Education

The principal aim of going to school as rightly pointed out by Ivowi (1999) is to acquire knowledge, skills and attitudes. In addition the formal education sub – sector instruction is provided deliberately to facilitate learning for students in an organized formal manner. However, studies shows that the process of acquisition of appropriate knowledge, skills and attitudes occurs within the individual and cannot be easily observed but can be inferred from the performance of the learner. (Ilogu, 1995).

In an attempt to determine how much learning has taken place in students, psychologist and educationist devised tests and examinations as a measure of performance.

However, many more issues and problems have been generated in the process which constitute challenges or serious shortcomings. Prominent among these shortcomings as featured by Snehlata (2007), Dibu (2000) Ivowi (1999) and position paper by WAEC (2000) include emphasis on memorization, subjectivity, poor content coverage, the structure of the curriculum, non-availability of instructional materials, security of the papers etc.

2.3.2 Emphasis on Memorization

In Nigeria, the system of evaluation adopted both internal (school based assessment) and external examination focus largely on learners ability of memorization, and comprehension. The use of this approach is guided by the curriculum used in Nigeria schools. As a result of this learners tend to rely heavily on the memorization skills, leads weak ones to become crippled, thereby lacking required excellence and skills to withstand examination challenges and to contribute meaningfully to the society they come from. This inadequacy also make the student lack basic quality that he may compete with students from other societies in the world and gradually discover easy way of remedying their problem on a negative way through examination malpractice. The argument put forward by most researchers and practitioners is that whether test or examination should not be administered at all, but there is a general consensus that emphasis should not be too much on memorization. Opponents of emphasis on memorization argue that these tests are known to be subject to practice effects and do not necessary lead to assessment of the accumulated learning experiences of students during their schooling years, but rather measure aptitude instead of achievement.

In a similar vein Snehlata (2007) noted that until quite recently memorization occupied a dominant place in all written examinations, which almost completely over looked the testing of

higher objectives like understanding, and the application of knowledge and skills. She further argues that this, in turn reflected very badly on the instructional program where the development of these higher abilities on the part of the students was also invariably overlooked.

It is then clear from the above summation that if question papers focus on rewarding examinees for their role in memorization instead of improving validity of the question paper in terms of objectives and understanding, then the tendency for most students especially the weak ones are to cushion the effect by engaging in examination malpractices.

2.3.3 Subjectivity

It is a common practice among paper setters (lecturers) to concentrate on one area of the syllabus while other areas are completely ignored. This bad approach of many paper setters that over – emphasized some content areas at the expense of others is what scholars considered to be subjectivity.

Thus, subjectivity (noun) refers to a person feelings and ideas that no one else can know directly or completely (Michael 2007), while subjectivity within written examinations according to Snehlata (2007), operates at three levels:

(a) The subjectivity of the person who is setting a questions paper.

(b) The subjectivity of the person writing answers (the examinee)

(c) The subjectivity of the person who evaluates that answers booklet (that is examiner).

So many factors were attributed to subjectivity at different levels. Ivowi (1999) and Ojerinde (2000) argue that what is responsible for subjectivity of paper setters includes unavailability of specialist in measurement and evaluation, lack of professional lecturers with reasonable experience, inadequate computer specialist and so on. Secondly many teachers involved in setting questions are ill prepared for the job (Chiajile, 1999 and Mansaray, 1996). Hence, sometimes questions have been set which do not synchronize with the course content and the text books. This is because graduates

of economics, geography or history for instance are found teaching and preparing questions on social studies, so also those of physics or mathematics, teaching and preparing questions on introductory technology etc.

The subjectivity of the examinee operates when he is answering questions. Some of the controversies surrounding subjectivity of examinee as featured in Wikipedia (2010) show that the focus on standardized testing encourages ill prepared teachers to equip students with a narrow set of knowledge or skills that enhances test performance without actually fostering a deeper understanding of subject matter or key principles with a knowledge domain. Very often due to the vague wording of the question attributed by teachers who lack confidence the students interprets the dimensions of the expected answer in his/her own idiosyncratic way. This according to Snehlata (2007) leads to a host of differences of approach to answering the same questions. That is why examinees are variously susceptible to stress. Some of the examinees may be virtually unaffected and excel on such examination while in extreme cases a sight on such vague word make them become very nervous and forget large components of examination information.

The subjectivity of the examiner i.e. a person who may or may not have set the examination is risky as it operates in a haphazard manner. It is more dangerous in the absence of precise directions regarding the scoring of the answer scripts; he tends to judge the answers from the view point of his own biases. Some recklessness was notice from such persons in an attempt to save time or to meet up his examination result submission deadline.

Therefore, it is clear from above discussion that subjectivity is one of the serious threats to the conduct of examination at most educational levels in Nigeria and one among the factors responsible for students' involvement in examination malpractices.

2.3.4 Poor Content Coverage

Ineffective coverage of the course content by lecturers had become such a common feature that nobody seem to take any serious view of it. This phenomenon has affected the entire teaching learning process, as students were asked questions not necessarily from the area covered by the lecturer but from the scope of NCE minimum standard. This is dangerous approach for the lecturer, as it exerted undesirable influence by encouraging selective study on the part of the students. If things failed according to plan such student has no option than to cheat and the teacher supports the malpractice in order to remedy their weaknesses.

2.3.5 Administrative Bottleneck

The moral decadence in the society today have succeeded in penetrating the school system, to the extent that even when there is excellent paper – setting and marking scheme, the value and the success of the examination can still be spoilt by poor administrative procedures some of these procedures were in line with some colleges intent to promote the best Department or school that excel in semester examination. Such statement have not streamline quality assurance but creates an opportunity for the department and the school to employ any tactics possible to be the best department or school, even if it has to be through examination malpractice or change of students score.

2.4 Evaluation System in Nigeria

Evaluation of learning outcomes in the Nigerian educational system today is a product of an evolutionary process which began with indigenous education, (Owolabi, 2003). It then passes through the system of Islamic education while the Christian missionary groups such as Presbyterian Church that brought western education introduced procedures for evaluation, which could be regarded as the foundation of modern evaluation practice. Thus, understanding modern procedures of evaluation in the Nigerian secondary school system requires follow up of indigenous evaluation and attempt to answer the followings: why is it successful? Why is it that young ones don't cheat

during assessment? Then the school based assessment which came along with western education and the 6 – 3 – 3 – 4 system of education strength and weakness of the assessment practice of various systems throughout our history may equip us with the rationale for students involvement in examination malpractices in the first place and the persistence of the menace in the second place.

2.4.1 Indigenous Evaluation Practice

Indigenous education in Nigeria is closely related to family occupations or the occupation of neighborhoods. Since the economy of Africa traditional society at that time was organized along the lines of family occupation (Owolabi, 2003). These children male or female merely grew into parent's trades or profession. Hence, you find children becoming expert potters, weavers, bricklayers, fishermen, hunters, artist or warriors as the case may be. At the initial stage parents were responsible for educating their children and transmitting into them the right attitude/values.

Training was purely by apprenticeship, observation, imitation of adult and practice (Fafunwa, 1995) while evaluation of learners in this system was by exposure of learners to practical and real life experience of their immediate society, until they demonstrated mastery of the skills in question. The family based education in the indigenous setting allowed for individualized instruction in which the assessment aimed not totally on certification for labor market but primarily at diagnosing and remedying the personal problems of the learners. Parent had to keep abreast of societal standard and expectations for the different stages of their wards development in order to be able to develop relevant experiences for them. By implication the parents who are tutors of their ward needed to continually measure the abilities and competencies acquired by their children and compare with other young ones of their age. This age grade education practice in most of traditional society in Nigeria compelled an externally moderated evaluation procedure as an unwritten code of traditional education transmitted from one generation to the other. It was the parents' responsibility to maintain standard in their own training and ensure that this agreed with the expectation of society.

This is what people feel was the bedrock for honest conduct of assessment in traditional system of education.

Furthermore, there is effective monitoring of educational progress of learners by the parent through various evaluation machineries. The criteria for success and progress were according to predetermined standards. Evidence of successful completion of earlier instructional programme was through subsequent exposure to more advanced ones. The announcement of promotion or end of academic session is not necessary as we have in the present dispensation. Educational progress was intertwined with the natural growth process of the learners. Though report cards never went to the parents under the traditional system of education, however reports of learner's progress were presented to the rest of the society and parent inclusive, during public functions. Occasions like rituals, initiation, festivals or such other ceremonies were used to assess the extent to which learning had taken place. It was the pride of parent to see their children and at the same time trainees excel on these occasions while failure brought them shame. Hence, parent and other assessors paid particular attention to the qualities demonstrated by their children, at such occasions. Their assessment was used to take decisions on learning gains and needs of the learners. Tricks or cheating was condemned on a very strong term. Theretofore, character formation was a major learning outcome of traditional education and requirement for recognition in the society. As a result of cooperative and integrated nature of traditional education all adults joined hand in the training and assessment of the character and behavior of every young person (Fafunwa, 1994). Thus, adults together not the parent (teachers) took up the responsibility of commending, condemning and/or correcting young ones as they considered necessary. This mode of evaluation of character development make young ones conscious of their right responsibilities and those adults around them kept watch and monitoring of their character and behavior. The tendency here was to put up the best character and development of some personality. This was contrary to the practice today were cooperative efforts by all adults including some parents were lacking. So the whole society looks upon teachers alone to perform that miracle of character development and training of basic

skills for the survival of the young ones in the society. Not only that is the most painful part of it but the sanctions on teachers by some governments and parents on the failure of the modern educational system and the failure of the students in external examination as well as involvement of students in examination malpractice.

Traditional education also focused on preparing that young ones for proper induction to society and adulthood, Children and adolescent largely learnt by participatory education through observation initiation and demonstration. Evaluation in indigenous education was a form of continuous assessment which is traditionally based and which culminated in a passing out ceremony or imitation into adulthood usually at the end of educational stages of the young men demarcated by age level or years of exposure, the trainee was given practical test relevant to his experience and level of development. That is why most traditional trades required period of internship during which the apprentices work was closely inspected and if considered fit he was given permission to practice independently (Fafunwa, 1994). From the submission above it will be clearly noticed that assessment in traditional education coincides with definition of evaluation (in Owolabi, 2003) which emphasizes judgment ending up with until finally into adulthood. This was also contrary to the practice today where bulk of the assessment is theoretical including what used to be the test of practical in external assessment of WAEC, JAMB, and NECO. Hence, the modern evaluation that is theoretically centered largely encourages or attracted students to cheating during examination.

In conclusion, from the above discussions it will be clearly understood that the curriculum of traditional education is comprehensive and has properly taken care of the basic needs of the child and teenagers of the society. All hands were put on desk to ensure complete development of the young, being it academic, physical, moral and spiritual. As the education prepare the young ones for proper induction to the society and adulthood, all responsible adults are stakeholder in achieving this mission. For it is the adult together not parent alone took up the responsibility of either commending, condemning and or correcting young ones as the case may be. The mode of evaluation

is simple as it is largely focused on character development and internship. Therefore evaluation was in form of continuous assessment which is traditionally based, practical in nature and relevant to the young experience and his level of development. This is what people feel responsible for commitment of the trainee and the reason why they are not involved in examination malpractices.

2.4.2 Islamic Education Evaluation

Islamic education made an early incursion into the northern part of Nigeria and gradually spread to other parts of Nigeria especially the Yoruba land through activities of Islamic scholars and traders (Fafunwa, 1995; Awolabi, 2003). Teaching and learning took place in Qur'anic schools established in mosques and private premises of the teacher (Mu'alim) the young is trained by expert or professional not necessary parent. The training is in stages and according to the learners' physical and mental development. The teaching is individual centered and at the early stage it is recitation of Arabic numerals or alphabets (rote in nature) then writing on wooden slate called (Allo).

Evaluation of learners in the Quran schools was largely by proven ability to recite the Holy Qur'an, the tradition of the prophet (Hadith) and Arabic characters. The mastery of learner or his achievement on this direction is illustrated on special occasion organized by the school. It was the pride of the teacher to see that the learner excel on the occasion. The teacher and the learner receive a lot of gifts from parents and well wishers, while failure brought shame to the teacher, learner and parents. Hence a lot of attention and effort focused toward relevant qualities agreed during such functions such as memorization of the Holy Qur'an. In Islamic education, there was no emphasis on certification but the initial effort was to enable pupils in these schools to read and write Qur'an and practice the Islamic faith in totality. Hence, there is no cheating or examination malpractice as the evaluation is school based and the criteria for progression were according to eloquent disposition of the learner. This is achieved through the method of instruction of the Mu'alim (teacher) who recites to his pupils the verse to be learnt and they repeat it after him. Then the pupils does this several times until the teacher is satisfied that they have mastered the correct

pronunciation. The pupils continue repeating the verse until they have thoroughly memorized it. The pupils gradually learn the whole chapters of the holy Qur'an by heart.

The greatest moment in the life of the pupils is the day he performs the walimat (graduation ceremony) which differs from one community to the other. On the scheduled day, the graduate appears in decorated dress and read several chapters of the Qur'an to convince his hearers that he has truly completed the Qur'an.

2.4.3 Evaluation of the Early Missionary School and Colonial Education

The primary aim of the early Christian missionary and their education was to convert the indigene of Nigeria and Africa into Christianity. Therefore, the earliest Christian missionary school in Nigeria was without any doubt an adjunct of the church (Fufunwa, 1995) that is why various Christian denominations such as the church missionary society (CMS) Methodist, Baptist, Roman catholic etc. establish their schools. There was serious competition to open school among these denominations in order to get more followers or converts.

There were no any specific guidelines concerning evaluation procedures for the missionary schools at that early period. Each mission schools and indeed each teacher was therefore, left to adopt methods that would ensure maximum achievement of pupils at all examination. There was neither uniform curriculum nor uniform examination that will ensure quality assurance or standardization. Thus, evaluation of teaching and learning at that period was largely an internal arrangement by which teachers in different institution set and used their own examinations to assess the progress of their students (F. M. E in Owolobi 2003).

The period of colonial intervention into evaluation process, affected only primary and secondary education levels through grants- in – aids given to missionary schools. The establishment of the Northern and Southern protectorate in 1899 had a considerable impact on the development of education in Nigeria. For one thing it provided a supervisory unit to check the role played by the

missionary school and for another it made the colonial governments become more involved in the evaluation process of the schools. The establishment of first government secondary school in 1909 Kings College in Lagos, (Fafunwa, 1995) pave way for full government intervention in teaching and learning as well as evaluation. This was made possible through inspection of school facilities, adequacy and efficiency of the staff assessment procedure of both government and missionary schools. It should be noted that, part of the conditions for secondary school grants were based on the result of annual examination and passes in compulsory and optional subjects. Then gradually external examining bodies become involved in the conduct of final examinations for purposes of certification. It is also the same results that are being used for selection into higher institutions.

2.5 The Concept Examination Malpractice

Examination malpractice is a social virus or academic terror that perpetrated educational system for quite a long period of time it could be traced to colonial days as reported by Nigerian chronicle of Jan. 9, 1912 when Senior Cambridge Local examination syndicate was leaked (Samuel, 2003 in Ogunkola, 2006). In a similar way Alutu (2005), defined examination malpractice as a deliberate act of wrong doing contrary to examination rules and is designed to places a candidate at an unfair advantage over other honest students. Others denotes any form of fraud committed by a candidate or someone else to enable the candidate pass in examination, which under normal circumstances such a candidate would not have pass.

2.6 Forms of Examination Malpractices

Examination malpractice is one out of much academic dishonesty that is endemic in all levels of education. The cheating is of different forms and sophistication as students move from one level to another and from one college to another. According to scholars organization such FCE Zaria students hand book (NCEPP, 2012), campaign against examination malpractice initiative (2010) Ivor (2008), Omotoso (1990) different forms of examination malpractice are employed by students, some

of the forms are unimaginable to the extent that it can beat the most vigilant invigilator during the conduct of examination. They are:

i. **Micro chips:** Micro chips is simply a method used by students to copy or summarizes relevant aspects of the teaching/lecture notes/recommended textbooks in very tiny manner on pieces of paper, table, chairs, walls of venues of the examination. Some time in sensitive parts of their bodies such as breasts, thighs and so on. During examination relevant micro chips hidden in the pockets, socks, shoes, bags, braziers by both male and the female students are used.

ii. **Copying from each other or giraffin:** Giraffin is a name derived from wild animal with long neck. It is a technique of cheating in which the students stretches his/her neck so as to have a glance at other students work/answers and reproduce same as his/her answers.

iii. **Collaboration/sorting:** This is a system of examination malpractice where by students negotiate with a willing lecturers(s) for undeserved scores by rewarding the later in cash or in kind as found in many cases of sexual harassment in colleges and universities.

iv. **Computer:** This s a device used by students to store information in coded language. Most handset phones and other devices similar to calculators are used in this form of cheating.

v. **Leakages:** Leakages occurred when candidates or unauthorized person access the contents of a question paper before the examination. The sources of leakage in colleges of education could include.

1. Lecturers (examiners) who set the questions
2. Officers of the examination office who process the question papers – printing, typing, photocopying, duplicating etc.
3. The custodians of the question papers
4. Head of departments.

vi. **Mass cheating:** Here the majority of the candidates participated in cheating. It could involve the lecturer dictating answers or solutions to the questions, importing materials that are distributed widely. This can easily be trace by having all students making the same spelling and content mistakes.

vii. **Post examination malpractices:** This cheating involved substitution of scripts written outside with the one written in the examination hall. Or the invigilator receives the booklets and slots them into the appropriate envelope before submitted to the department or to the course lecturer.

It also takes the form of changing scores of candidates by officials in the computer room with the aim of falsifying his certificate.

viii. **Prior-examination malpractices:** Manipulations of registration forms and percentage attendance score to enable students that are not qualified to write an examination a chance is another form of examination malpractices, which is done before the examination according to Wollherm, (1996). This act presents student to examination that they are not prepared. Consequently they end up engaged in examination malpractices.

2.7 Causes of Examination Malpractices

The frequency at which examination malpractices occurs in our school system is quite disturbing and stems from the tolerance of dishonesty in today's society according to Lindgren (1976). However, many factors attributed to this attitude according to researches conducted by scholars such as Edem (1997), Essien (1997) Eyobio (1997) Denga and Denga (1998). An attempt shall be made to highlight some of the causes of Examination malpractice in Nigerian colleges:

- The current emphasis in the employment market and higher institution in the country on paper qualification as a criterion for the selection of candidates for higher education and for employment into competitive jobs.

- Some school leaders and proprietors foster examination malpractice in order to maintain and or upgrade the prestige of their schools.
- Students these days are generally indolent and therefore, not ready to study and prepare for examination. Hence, occupy themselves on planning how to cheat.
- The feeling of inferiority complex for which any students that fails exams is subjected in the school, at home and in the society drags them into examination malpractice.
- Strikes/closure of institutions aids examination malpractice because the semester are condensed followed by crash porogramme, this make students panic and explore the easy means to pass, which is examination malpractices.
- Some bad lecturers were accused of engaging in examination malpractices as a means of showing their professional excellence.
- Some bad lecturers take it to the ridiculous extent of exchanging marks with precious womanhood of their students.
- Some bad lecturers sell question in their courses to their close friends/students before examination date/time. These lecturers believe that without money they cannot make it, therefore seize every available opportunity to make both ends met.
- Influence of foreign culture of dishonesty and the urge to have certificate even if one cannot defend it have polluted colleges. These cultures are acquired by students through internet and other media.
- Socio-economic status of parents is also another cause of examination malpractice. Some students in an attempt to imitate their parents and unfortunately did not have cognitive potential like his/her parent resort to cheating. While some parents that want their children to take up their profession because of its prestige, go to the extent of buying examination question papers and lavishing invigilators/supervisor with gifts. In some instances hired bright students to write examination for them.

2.8 Effects of Examination Malpractices

The menace of examination malpractices in Nigerian colleges has grave consequences on individual, state and the nation at large. Some of the consequences and effects of examination malpractices are stressed in the claims of Denga and Denga (199e), Azuka and Ogaziwo (2006):

- Examination malpractices pollutes result of the students and posses a great threat to the validity and reliability of examination result and certification.
- Examination malpractices are capable of not only ruining school system but also affecting the efficacy of our labor force. People who are mentally and morally defective are smuggled into public office that they cannot confidently operate. Hence, less productivity, bribe and corruption are recorded.
- Examination malpractices declined the standard of education, because student cheat in order to make results and proceed to another level which they are not qualified, consequently such students find it difficult to cope up with the course.

Similarly, Federal Ministry of Education (2007) releases manual that itemize effects of examination malpractices as follows:

1. Makes it impossible to use the result of text and examination to determine the level of skills and competences of candidates;
2. Serve as dangerous orientation for leaders of tomorrow;
3. Plants seeds of fraud and corruption in the fertile minds of students;
4. Produces education without character and learning;
5. Lead to poor quality and fraudulent labor force;
6. Fatal professional errors that result in loss of lives;
7. Failed career;
8. Destruction of institutions and value system;
9. Rejection of certificate awarded internally and by the international market;

10. Direct monetary/economic waste associated with cancellation of results each year.

From the above submission the effects of examination malpractices affects the public confidence on the certificates issued by the college(s) suspected of condoning examination malpractices. A lot of money is spends on reprinting the leaked papers at this critical period that the colleges are not adequately funded. While the rescheduling of leaked papers by the colleges affects the marking and release of results. Any success claimed to be recorded through examination malpractices is not true success even though candidates involved enjoyed an undue advantage but a day will eventually come when the skills, knowledge dexterity and aptitude that is claimed would prove to be absent in a presence of the useless deflated certificate of excellent

2.9 Examination in Nigeria Today

The present evaluation procedures in Nigeria took its root from two interacting situations (Owolabi, 2003). First the 1969 curriculum conference which gave birth not only to the National Policy on Education but to the Philosophy of an independent nation for the first time. Secondly, the recognition by those involved in drawing the policy on the importance attached to evaluation and assessment in various educational systems. The National Policy in a clear term recommended the use of continuous assessment for measuring educational outcomes.

The use of internal assessment and continuous assessment as a new concept of evaluation in Nigeria helps in evolving better curriculum and better methods of teaching as well as reporting pupil's development. It is also a procedure for improving the products, the process and even the goals themselves.

The criticism still stand that external examinations still dominate the whole domain of education instead of being a means to the ends. Hence, they develop in the students habit of selective studies and undesirable attitudes, such as getting certificates by any means including examination malpractice like copying, leakage of questions papers etc because the programs measured only

cognitive domains and ignore affective and psychomotor domains. Secondly, the stereotyped questions asked in this type of examination is another area of criticism because students are compel to guessing and selective study and there by ignoring analysis. These and many other weakness of external examination have adverse influence on teaching of certain subjects and topics, on teaching and learning process, and on the attitudes of teachers, parents and students.

Examination in Nigeria therefore passes through different stages of developmental changes from the traditional era to our modern time today. To understand why student get involved in examination malpractice, it is first necessary to have basic knowledge of the assessment procedures in the past and present which among them is rigid and which one allow flexibility for local implementation. The quality of performance of students can be assessed and expressed in terms of students progress towards, desired learning outcomes and suggested steps for improvement.

2.10 Management of Examination Malpractices

The world today is a global village full of competition in virtually all aspect of life. The competition cut across governmental, political and private establishment, so also this competition penetrated our educational institutions. In an attempt to get good result or certificate a lot of effort is put in place by government through funding, supervision employing the services of qualitative teachers and administrators. While, on the part of the parents they invest huge amount of money on their children education in form of tuition fees, maintenance allowance and study materials. The students on their own part, struggle vigorously in order not to disappoint their parents, their family and their community at large. They do that through attending classes, reading and preparing adequately to succeed in all examinations. In a situation where those efforts face set back or are frustrated, the step taken by some teachers and students is that of cheating or examination malpractice. This phenomenon established roots in our educational system. In this circumstance, firstly we need a planning model that allows colleges and planners to anticipate the future occurrences of examination malpractices and to use this anticipation in conjunction with an analysis

of the school organization, its culture, mission, strengths and weakness to define strategic issues to chart possible direction by developing strategic vision and plans. Secondly to clearly define how we will implement these plans and to specify how we will evaluate, how well we are implementing these plans. These steps are crucial in strategic management, as it provides overall direction to the enterprise/organization and can be used to determine mission, vision, values, goals, objectives, roles and responsibilities time lines etc (Management FAQS 2011, strategic management model (1999) Strategic management as a concept has evolved over time and will continue to evolve. Philip looked at strategic management from the business perspective and introduced the idea of matching the organization internal factors with external environmental circumstances. This core was which was developed into what we now call SWOT, analysis by learned Andrews. This idea of assessing strength and weakness of a strategy can be applied in schools to address the problem of examination malpractices emanating from internal forces and external forces. This component of strategic management (external and internal environment analysis) consists of scanning these environments to identify changing trends and potential developments, monitoring specific trends and patterns, and forecasting the future direction of these changes and potential developments. Thus, the trends and change in question may be negative such as examination malpractices or positive such as academic achievement. If merged with organizations vision, mission, strengths and weakness, decision makers and school administrators would be equipped or assisted in formulation strategic directions and strategic plans

2.10.1 Strategic management definition

Strategic management according to James and Ian (1996) “is a technique you can use to create a favorable future and help your organization to prosper”. To create this favorable future may look simple however, and administrator must involve his organization’s stakeholders (i.e. anyone with a vested interest in achieving your organization’s goals). Examination malpractices is a very complex negative phenomenon that require envisioning the most desirable future and then in working

together to make this vision a reality. The key to strategic management of this nature is to understand that people communicating and working together will create this future, of free exam malpractice but not laws and penalties written down on papers.

It should be noted at this point that strategic management does not replace traditional management activities such as budgeting, planning, monitoring, reporting and controlling. Rather, it integrates them into a broader context, taking into account the external environment and its influence, internal organizational capabilities and organization overall purpose and direction.

The records of examination strategic planning adapted from Bryson's strategic planning in public and nonprofit organizations "look at strategic planning as a management tool used to help an organization do a better job to focus its energy, to ensure that member of the organizations are working towards the same goals, to assess and adjust the organizations directions in response to changing environment. Certainly, a common assumption emerged in nonprofit organization such as public school is that the environment is indeed changeable, often in unpredictable ways. Strategic planning, then stresses the importance of making decision that will ensure the organization's ability to successfully response to changes in the environment.

The plan is ultimately no more, and no less, than a set of decisions about what to do, why to do it, and how to do it. Therefore, strategic plan lies in making the tough decisions about what is most important to achieving organizational success. Furthermore, Buzzle.com publication intelligent life on web (strategic management process) noted that a successful strategic plan is executed when employees, advisors and freelancers contribute to every phase of the planning procedure. Shath in management Faqs (2011) a respected authority on marketing and strategic planning provides the following framework for understanding strategic management: continually asking questions, "Are we doing the right thing". It entails attention to the "big picture" and the willingness to adapt to changing circumstances, and consist of the following three elements formulation of the organization's future mission in light of changing external factors such as regulation, competition,

technology, and customer's development of a competitive strategy. Strategic management is adaptive and keeps on organization relevant.

Finally, Ryszard (2007) compiled variety of meaning and interpretations of strategic management depending on the author and sources. The following statements serve as a number of workable definitions of strategic management.

Strategic management is the process of managing the pursuit of organizational mission while managing the relationship of the organization to its environment (James M. Higgins).

Strategic management is defined as the set of decisions and actions resulting in the formulation and implementation of strategies designed to achieve the objectives of the organizations (John A. Parcell II and Richard B. Robinson Jr.).

Strategic management is the process of examining both present and future environments, formulating the organization's objectives and making, implementing and controlling decisions focused on achieving these objectives in the present and future environments (Gray, Danny, Arnold & Bobby).

As examination malpractices experienced in schools at different location in the country differs so also the strategic management should be unique. There by reflecting the organization's distinct culture, environment, resources, structures, management styles and other organizational features. To come up with strategic management approach requires leaders addressing some vital questions and concerns. Questions such as what is the cause of examination malpractice? How examination malpractices do perpetuate our educational system? What is the nature of these examination malpractices? What is the effect of examination malpractice to the school, the consumers of school products and the society at large?

Therefore, leaders who adequately address these and many other questions and concerns have developed a common basis of experience that is valuable for these just beginning a strategic management process.

On the final analysis, the concept strategic management which has been borrowed from the military as referring to maneuvering troops into position before the enemy is actually engaged and adapted for business. The same concept can also be easily adopted in the management of examination malpractice, as in the military strategy once the enemy has been engaged, attention shifts to tactics so also once the student engaged in examination malpractice, the tactics to combat the menace must be scrutinize and selected to find lasting solution. To this end, strategy bridges the gap between policy and tactics, which are important requirements in the application of strategic approach to the management of examination malpractices in the colleges. Together strategy and tactics bridges the gap between ends and means. The means here are the various approaches employed in checking examination malpractice while the ends are the products of the tactics which brings about information in our colleges system. An illustration of the relationship of means and ends is shown in the figure l. pg 38.

2.10.2 Strategic Approaches in the Management of Examination Malpractices

So many approaches have been put in place in order to control or prevent examination malpractices in Nigeria. For instance, government on its own part make legislation at different time such as minimum fine of N50,000.00 and maximum of 5 years imprisonment without option of fine; twenty one (21) years imprisonment for any candidates, invigilators or any person caught cheating, implementation of examination ethics and campus safety initiatives under the education sector reform programme. These efforts also include reconstitution and re-empowerment of the Joint Action Committee on Examination Ethics (JACEE). Examination bodies and federal ministry of education adopt the strategy of blacklisting schools involved in examination malpractices and advertising the schools as well as the person's involved in the cheating. While other sanctions

employed against students include, with holding results of candidates suspected to be involved in examination malpractices.

Other strategy employed at school levels includes extra classes, long vocation coaching to improve performance and confidence of the candidate's in external assessment. However, students that perform below expectation were asked to repeat the class, while admission of students caught cheating was withdrawn and the use of other penalties within the power of the school head and according to the gravity of the examination offence committed.

Upon all these efforts by the stakeholders, examination malpractice has not been eradicated completely in our schools. Therefore, there is the need to look for an alternative or additional strategy to save Nigerian colleges from further embarrassment of the menace of examination malpractices and to increase trust of the public and employers on the certificates issued by colleges of education in the country. To this end the researcher proposed to study the role of examination officers and heads of departments in the management of this problem, based on the fact that these officers are responsible for the preparation and conduct of examination on behalf of the Academic Board. Also the colleges was bestowed the confidence and trust by the parents, community and government that he can bring the positive change expected as well as total development of the learner.

Furthermore, with so many years of service and experience of the head of departments and examination officers, they know various types, techniques and reasons responsible for examination malpractices. Hence, they are in a better position to proffer solutions. Thus, the research explore the following strategies, that if combined with one or two above may solve the problem or minimize it to the barest minimum in Nigeria colleges. The strategic approach to be applied in managing examination malpractices consisted of approaches used in handling crisis in an organization. They consist of the following:

i. **Management or leadership approach**; the approach believe that to deal with crisis in an organization one must be a good boss. The challenge for one to be a good boss is that of striking the right balance between good management and good leadership, according to Linda in Carmen (2011). Linda discusses steps to take and the road blocks to avoid in order to meeting up such challenges. Thus, 3 keys imperative for a manager was considered, they are: *to mange yourself, manage your network and manage your team*.

Managing yourself starts with using self as an instrument to get things done. And as an instrument you have got to know that instrument very well and use it appropriately, so that your imprint matches your impact, managing crisis such as the issues of examination malpractices does not rely totally on the use of power or formal authority. For instance head of departments or provost of colleges do have formal authority, but one should not depend on that too much to get things done. As rightly pointed out by Linda (1992) that formal authority on its own will fail to influence people and get results, that is why all threat by WAEC, government, principal at secondary school level, provost in colleges of education as well as prosecution of culprits does not totally eradicated examination malpractices.

Therefore, it is important to manage your relationship with your superior in the first place if only to avoid powerlessness and at the same time use all your persuasive power and mentoring to make students, invigilators, supervisors, and teachers do the right thing.

To manage your network has to do with managing the context in which your team resides, so that the team will be successful, according to Linda (1992). In achieving this, the manager have to understand the political dynamics, he has to understand how to build a network with peers and bosses. And in managing your team, you have to set the right expectations for your team (i.e. your students and teachers) and the right resources. This is the heart of managing crisis, as preparation of the team with relevant resources minimizes the temptation for a member of the team to get

involved in an embarrassing act. Note that managing is not all about today, it is also about managing your team for tomorrow. What is important in this approach in managing conflict is that the manager must have a healthy relationship with his team through managing performance of individuals. If you don't manage that relationship right, your team is not going to be able to do what it needs to do. A situation where a person get involved in a crime, the manager has to figure out how to deal with the reality of who that person is, rather than the ideal of what you would like that person to be like. Though it is hard to be successful with people who are perverse and stubborn such as adolescent, however, success means figuring out how to get out of that mess or situation (Linda 1992).

With healthy relationship between the manager and his subjects, the following can be figure out to know the root of the crime. Whether the; *culprits disagree with you*; i.e. they think there is better way and feel free to exercise their own judgment. *They think something else is more important.* This occur when deadlines are not set and priorities not clear.

They don't understand what you want. Occur when there is no direction and instruction not specific enough to eliminate all misunderstanding or cover every contingency.

They find circumstance have changed, the change in societal norms may invalidate the organization direction and thereby forcing to improvise dubious ways of doing things and people may not comply because they are confused. The growing complexities of managing certain crisis in an organization may be as a result of many employees/students were confused by what seem to them conflicting demands and expectation.

Finally, the use of this approach in dealing with conflict situations requires manager to consider every individual in an organization possessing knowledge, skills and new ideas of potential value. (If they don't, its leader's responsibilities to replace them with people who do possess the

required attribute). Manager insisting being “boss” by telling people what to do without truly seeking their input is far less likely than a more open approach to capture that full value.

Similarly, Modesto (2011) six level purposes driven Model of leadership may be applied in dealing with conflict such as examination malpractice. The six levels of leadership are *sociopath, opportunist, chameleon, achiever, builder and transcendent.* The key concept includes:

- The most telling question to ask a leader is whom do you serve? Yourself? Your group? or Society?
- The answer to this question often reveals more about leaders than knowing their personality traits, level of achievement or whether they were “transformational” or transactional leaders.

  Still on application of leadership approach in managing examination malpractice, Goleman is quoted by Alan (2010) popularized the notion of emotional intelligence” and describes six different styles of leadership while dealing with complex situations in an organization. Thus, the most effective leaders can move among these styles, adopting the one that meets the needs of the moment. They can all become part of the leaders’ repertoire. They are:

- **Visionary:** this style is most appropriate when an organization needs a new direction. Its goals are to move people towards a new set of shared dreams. Visionary articulate where a group is going but not how it will get there. This approach may be needed in a confused or chaos examination environment to avoid student exploiting the situation to cheat.
- **Coaching:** this is one-on-one style that focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization. Coaching works best according to Goleman with people who show initiative and want more professional development. This can be used to deter honest students from engaging into examination malpractice in the college.
- **Affiliative:** this style emphasizes the importance of team work, and creates harmony, in a group by connecting people to each other. Goleman argues that this approach is particularly

valuable “when trying to heighten team harmony, increase morale, improve communication or repair broken trust in an organization”.

- **Democratic:** This style draws on people’s knowledge and skills and creates a group commitment to the resulting goal. It works best when the direction the organization should take is unclear and the leader needs to tap the collective wisdom of the group.
- **Pacesetting:** in this style, the leader sets high standards for performance. “He/she is obsessive about doing things better and faster, and asks the same of every one”.
- **Commanding**: this is classic model of “military” style leadership; probably the most often used but least often effective. However, it is effective in a crisis situation when an urgent turnaround is needed.

It is clear from the above discussions on various leadership styles that applying one leadership styles in solving examination malpractice will not yield the desired result. For example, using commanding (autocratic) alone employs criticism and under cuts morale and job satisfaction, while using visionary to set people free to innovate or experiment take calculated risks. Coaching can also back fire if it’s perceived as “micromanaging” an employee or student and undermine his/her self confidence. Democratic on the other hand can be disastrous in times of crisis, when urgent events demand quick decision and action etc.

Therefore, what is more important is using leadership styles as an approach, to solving examination malpractice, demand critical analysis of the situation the crime was committed and choosing two or more leadership styles that are relevant to the circumstances surrounding the crime.

2.10.3 Formal Mentoring Programs

Formal mentoring is employed as a preventive measure to examination malpractices. It is a strategy used to train students adequately for examination and prepare their minds morally to do the right thing at the right time. Many managers demonstrate mentoring behavior on an informal basis, in which goal of the relationships is not specified, outcomes not measured, and the organization benefits indirectly as the focus is exclusively on the mentored. These and many other weaknesses rendered this mentoring process ineffective and not making desired impact or significant changes as expected. Therefore, the needs to have structured mentoring program to cater for the challenges of formal organizations are facing recently. In formal mentoring goals are established from the beginning by the organization and the mentor outcomes are measured, access

is open to all who meet the programme criteria, mentors and mentoree are paired based on compatibility; while organization and mentors both benefit directly (management mentors, 2011).

Mentoring as contained in "management mentors (2011), Khan (2010) is most often defined as a professional relationship in which an experience person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less experienced person's professional and personal growth. While Dustianne, Jerry, and Judith (2012) view mentoring "to occur when an older individual engages in building a healthy, trusting relationship with younger person".

Furthermore, mentoring programs according to Dustianne and co is a formal activity that strives to match older volunteers with younger participants for the specific purpose of building a relationship of trust and respect. At the same time provide support and guidance to the mentee or mentoree. This is sometimes accomplished according to them by integrating variety of program themes such as conflict resolution, goal setting, tutoring, career development or a number of other areas.

Therefore, an examination officer or head of department that wishes to be successful in combating examination malpractices using mentoring program should be able to assess its effectiveness, address any weaknesses and demonstrate that it is meeting the established goals and objectives. The head can accomplish this task using Robert (2010) criteria and methods as follows:

- Provide objective feedback to program staff and students about whether they are meeting their goals.
- Identify achievements and milestones that warrant praise and increase motivation;
- Pinpoint problems early enough to correct them;
- Assume funders and supporters of your programs accountability;
- Build credibility in the community that your program is vital and deserve support; and
- Quantify experiences so that your program can help others.

Management mentors (2011) looked at different types of mentoring models in a structured program at the disposal of a manager (mentor).

- One-on-one mentoring-matches one mentor with one mentoree. Most people prefer this model because it allows both mentor and mentoree to develop a personal relationship and provide individual support for the mentoree. However, availability of mentor is the only limitation.

- Resources-based mentoring, have the same feature as above, but the main difference is that mentors and mentoree are not interviewed and matched by a mentoring program officer. Instead mentors agree to add their names to list of available mentors from which a mentoree can choose. It is up to the mentoree to initiate the process by asking one of the volunteers mentors for assistance.
- Group mentoring: requires a mentor to work with 4 – 6 mentorees at one time. The group meets once or twice a month to discuss various topics. Combining senior and peer mentoring, the mentor and the peers' help one another learn and develop appropriate skills and knowledge.
- Training based mentoring: this model is tied directly to a training program. A mentor is assigned to a mentoree to help that person develop the specific skills being taught in the program.
- Executive mentoring: this top-down model may be the most effective way to create a mentoring culture and cultivate skills and knowledge throughout an organization. It is also an effective succession – planning tool, because it prevents the knowledge "brain drain" that would otherwise take place when senior management retires.

Thus, it is expected that what-ever type of model or combination of models adopted, needs to be truly diverse – representing everyone within the organization and offers everyone the opportunity to grows academically and personally without segregation.

2.11 Empirical Studies

There is already a large literature on cheating in examination, much of it reporting some of the motives that give rise to the behavior. While other studies focus on the correlates and remedies of examination malpractice However, most of these studies in Nigeria including Ugwnebe (1975), Hassan (1987) Adeyinka (1993) Olasheinde (1993), and Yaroson (2008) employed mainly the survey technique in collecting data.

The findings based on survey technique which is inherently subjective should be accepted with caution according to Johnson & Gornaly (1972). Therefore, more empirical research is needed to understand the problem of cheating in examination and how to manage in our colleges of education.

Unfortunately, such empirical studies are hard to come by in universities, and libraries in this country. However, the study carried out by Lasiele Alabi (2003) on relationship between study habits and attitudes of secondary school towards examination malpractice in kwara state, attempt to examine the relationship between students study habits and their attitude towards examination malpractice. The study provides useful guides on an effective study habits and ways of curbing examination malpractice in Nigeria schools. The study was conducted ex-post factor under a descriptive survey research design. Proportional random sampling technique was employed to select 1,200 students from secondary schools in the three senatorial districts of kwara state. Stratified random sampling technique was used to select the school and employed the same also to ensure representation of male and female students in the study.

The study is a descriptive survey. The instruments designed for the study are students study habit questionnaire (SSHQ) and students attitudes towards examination malpractice Questionnaire (SATEMQ). The two instruments have reliability coefficient of .68 and .72 respectively, which are considered adequate for this study. The data obtained in the research were subjected to descriptive and inferential statistics i.e. simple percentage, Pearson's product moment correlation. Coefficient and t – test statistics were employed in analyzing the collected data. The three generated null hypothesis were tested at 0.5 alpha levels.

The major finding of the study was that at about 64 percent of the subjects have negative study habits while about 54.2% percent have positive attitudes towards examination malpractice. The study also indicates that there is no significant relationship between secondary school student's habits and their attitudes towards examination malpractice. The study also indicates that there is no significant relationship between secondary school students study habits and their attitudes towards examination malpractice. This finding confirms the assertion made by Fox (1979) that student who has positive study habits would not be involved in cheating during examination. The result is

considered to be adequate because students who prepare for exam well are expected to approach it with little or no anxiety.

The study though with little population and narrow scope is found to be relevant and have some implications for school managers in Nigeria. The benefits of positive study habits and the dangers in examination malpractice identified in the research equip school managers to positively influence the lives of secondary school students and students in colleges of education. According to the researcher this can be achieved through preventive strategies such as effectiveness interpersonal relations, provision of relevant information to students on the benefits of position study habits and application of behavior modification principles.

Olasehinde, Abdullahi and Awolabi (2004) studied the relationship between background variables and cheating tendencies among students of a federal university in Nigeria. The study was conducted with two major objectives (1) to describe the incidence of cheating among undergraduate students of the university under opportunistic situation and (2) to investigate the relationship of gender, course of study, test score and neutralization theory with the cheating tendencies among of the students. The study adopted descriptive survey design and correlation procedure involving two hundred and sixty eighty (268) final year education students of the faculty of education 2001 – 2002 academic session to determine relationship between the variables. An attitude toward cheating questionnaire and a multiple choice achievement test on development psychology were developed by the researchers to source for data. Course of study was used to refer to the five academic departments in the faculty of education of the university. These were curriculum studies and educational foundations, Educational management, educational technology, guidance and counseling as well as physical and health education departments. Scores of the students on a fifty item multiple choice objectives test in developmental psychology was used as a measure of their academic achievement. The content validity of this achievement test was also established and a split of half reliability of 0.57 was obtained as evidence of internal consistency. While an eight item

questionnaire containing techniques of rationalization of cheating behavior was developed to obtain information on the attitude of the students towards cheating. Crombach's Coefficient of alpha of 0.51 was obtained as a measure of internal consistency of the neutralization scale. Data obtained from this questionnaire were only used to partly explain the extent of cheating tendencies actually manifested by the students. Hence, their responses were not subjected to statistical analysis. To find out the level of involvement of the sampled students in cheating they were asked to attempt the questions and a photocopy of each script was scored and recorded by the researchers. Unmarked original scripts answered in pencil were returned to the owners to marks. The students had ample opportunity to alter earlier choices if they wished as their lecturer dictated correct answers to them.

The result obtained show differences in scores recorded from the two independent scoring procedures, 205 respondents cheat while 63 were honest. This serves as an indication that cheating behavior was highly prevalent. The results also show more males were involved in cheating and low achievers cheated more than high achievers, though the rate not consistent from one place to another's.

From their findings the researchers recommended the need for educational evaluators, psychologists, school counselors and administrators to initiate more objective means other than paper and pencil test or assessing educational outcomes at every level of education in this country. Contributions in the classroom and at tutorials, project, excursions and other examination are some other viable means of evaluation in addition to the traditional type of examination. They are also of the opinion that all individuals concerned with teaching/learning relationships should embark on deliberate and concerted efforts to eliminate cheating behaviors among students and this save the Nigerian educational system from avoidable devaluation.

The above research though considered fundamental forces in student's tendency to cheat, however, the population was inadequate to make meaningful conclusion of the phenomenon of examination malpractice and its management in Nigerian.

2.12 Summary

This chapter closely looked at the process of administration of examination in Nigeria through history to the present era. The concept of examination malpractice, types, effects of the phenomenon according to different scholars and authorities such as Ojarinde (2000), Okoye (1986), Fagbamiya (1998) Snehlata (2007), Dibu (2000), Ivowi (1999) etc were featured and discussed. The strategy and strategic approach in the management of school such as mentoring, leadership approaches were reviewed in the chapter. Similarly, the publications and views of different scholars and authorities were adequately presented, such as: management FAQS (2011) Wikipedia (2011), Strategic management model (1999), James & Ian (1996) Ryszard (2007) Carman (2011) Linda (1992), Modesto (2011), Dustianne, Judith & Jerry (2012) Khan (2010).

The empirical studies carried out by Lasiele Alabi (2003) and Olasehinde, Abdullahi and Awolabi (2004) were featured to serve as a guide post to the present study. The present study sought to present objectives data to empirically determine the management approaches to be employed by head of department, school managers (provost) and his examination officers to minimize or totally eradicate examination malpractice in Nigeria colleges of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research is an attempt to study the types, causes, effects and the Management of Examination Malpractice in Colleges of Education in Nigeria with the intent of reducing the phenomenon to the barest minimum. This is with regard to the fact that series of efforts in the past were made at various levels to curtail the menace but little was achieved. Hence, this chapter focuses on the following areas: Research design, population of the study, Sample and sampling techniques, Instrumentation, Validity and Reliability of the instrument, Procedure for data collection, pilot study and Methods of Data Analysis.

3.2 Research Design

The study adopted the descriptive survey design involving male and female students of Colleges of Education, lecturers, examination officers as well as heads of department from the North-West Geo-Political Zone in the country. It is a common practice in most management studies

of this nature to adopt survey design with the questionnaire as the data gathering instrument (Ogundale, 1995, Okhawere, 1998, Ijaiye, 1998 and Basil, 2005).

The approach is relevant and important for research of this nature. In the first place because it involves giving questionnaire to respondents in order to measure attitudes /behaviors or opinion of a sample population. With this approach, a lot of data and sensitive information can be gathered and used for the purpose of testing the hypotheses or answering research questions related to the problem of examination malpractice and application of strategic approach to the management of the menace.

Finally, all information/data obtained through this approach were presented in tables, well described and analyzed by the use of frequency counts and simple percentages. To test the hypotheses, Analysis of Variance (ANOVA) at 0.05 level of significance was used, in addition to the simple percentage and frequency.

3.3 Population of the Study

Population implies the total number of object, animals or human found or living in an area in a particular time. The population of this study consists of examination officers, lecturers, and head of departments and students of the sample colleges of education in the North West Geo-Political Zone, Nigeria. The colleges of education in Nigeria were classified according to their ownership. Hence, there were 21 Federal Colleges of Education, 2 institutions offering NCE namely NTI and Nigeria Army secondary school, 43 state colleges and privates' colleges of education across the six geo political zone and Abuja. The research population includes 115 lecturers', 8 examination officers, 8 head of departments and two hundred and forty nine(249) NCE two and three hundred level students from both state and federal colleges of education representing 25% of the sample as a study population for the research so that the results collected from this study can be generalize to

the target population on to which we are interested in applying our conclusion, which is in line with the views of Ella (2001), Keneth and Bruce (2001).

Therefore, two different set of population was involved in this research; the first set comprises of lecturers, the head of departments and examination officers whose roles have effects on the management of examination malpractice; the second set are the NCE students whose active role in examination malpractices is the focus of this research.

3.4 Sample and Sampling Techniques

The sample for this research was drawn in accordance with a procedure that ensures a random selection. That is the sample size must be large enough to provide the degree of measurement precision and accuracy generally accepted by the scientific community (GAO/PEMD, 1992). Also, the sample has to be randomly selected or carefully matched in order to have external validity and higher accuracy to base decision or generalization from the sample statistics to the population understudied (Malaske, 1995). In the same vein Popham and Sirotnik (1973) in James (1997) added to the discussion that in order to draw legitimate inferences about populations from samples, the sample has to be representative of the population and randomly selected.

In view of the above and in order to have true or fair representation of the population that allowed the researcher to make meaningful inferences or generalization, the researcher used cluster sampling techniques. Hence, group of elements (clusters) instead of individuals from the population are used for the sample. Cluster sampling according to Kerlinger (1986) is more convenient when the population is very large and is the most used method in educational research. A cluster sampling is using schools as clusters and randomly selected from the list of schools instead of randomly selecting individuals from a list that includes all schools.

Thereafter, the researcher used Krejcie and Morgan (1970) table for determining sample size that represented each of the two groups (i.e. Head of departments, examination officers, lecturers)

and (students). Many researchers and research texts show that the first column within the table should suffice i.e. confidence level =95%, margin of error =5% (see sample size table from the research advisors, (2011) Quirks marketing research media (2006) Gang Xu (1999) Krejcie and Morgan (1970). Meanwhile table 3.1 shows details of colleges of education by Geo-Political Zones and states in the country.

Table 3.1: Geo-Political Zone, States and Colleges of Education in Nigeria

S/N	GEO- POLITICAL	STATES IN THE ZONE	COLLEGES OF EDUCATION
1	South west	Ekiti, Lagos, Ogun, Ondo, Osun and Oyo	Adeniran Ogunsaya COE Lagos; Ondo COE Ikere Ekiti; FCE (special) Oyo; FCE (Technical) Akoka, Lagos; Oyo state COE, Oyo; Osun state COE Ila-Orangun; Osun state COE Ilesa; FCE Osiele Abeokuta; Emanuel Olayende COE Oyo; St. Auguustine COE Lagos (P); Delar COE Ibadan (P); Best Legacy COE Ogbomoso (P); Corner stone COE, Lagos (P); Taisolorin COE IJebu Ode Ogun State; Yewa COE Abeokuta Ogun State (P); Assunusiya COE Odeomu Osun State (P); African church COE Lagos (P); All States COE Ero Akure, Ondo (P); Muftahu Olanihan COE Ibadan (P); Ansar-ud-Deen COE Lagos (P).
2	South East	Abia, Anambra, Ebonyi, Enugu and Imo	Ebonyi state COE, Ikwo; Abia state COE (T) aro – Chukwu Osisa Tech. Enugu (P); IOECU COE Enugu; Enugu state COE (T) Enugu; Alvan Ikoku COE Owerri; COE Nsugbe Anambra State; Institute of Ecumenical Educ (Thinkers corner) Enugu (P); Redemption COE Abia, Abia state (P)
3.	South – South	Akwa Ibom, Bayelsa, Cross Rivers, Edo, Rivers and Delta	COE Igaeben, Edo State; Delta state College of Physical Education Mosogar Sapele; FCE (T) Asaba, Delta; FCE (T) Umunze; COE Port Harcourt Rivers state; COE, Afaha-Nsit, Akwa Ibom; FCE, Obudun Cross River State; COE Agbor Delta state, COE Warri, Delta State, COE Ekiadolar Benin Edo State; Cross River state COE Akampa
4.	North –West	Jigawa, Kaduna, Kano, katsina, Kebbi Sokoto and Zamfara	FCE Zaria; FCE, Bichi; FCE(T) Gusau; Kano state COE; NTI Kaduna; Sa'adatu Rimi COE Kumbotso; Shehu Shagari COE, Sokoto; Zamfara COE Maru; FCE Kano; Isa Kaita COE, Dutsinma; COE Gidan Waya, Kaduna; FCE Katsina, COE Gumel, Jigawa state; Adamu Augie COE Argungu Kebbi state; Jama'atu Nasril Islam COE (P) Kaduna.
5.	North East	Adamawa, Bauchi, Borno, Gombe, Yobe and Taraba	COE, Azare, FCE (T) Gombe , FCE Potisku, Yola, Kashim Ibrahim COE, Maiduguri, COE Hong Adamawa state, Umar Suleiman, COE Gashua, Yobe state, COE Zing Jalingo, COE Waka Biu, Borno state, Elkanami COE Bama, Borno state, Mohammadu Goni College of Legal and Islamic Studies, Maiduguri, Bauchi Institute of Arab and Islamic studies (P)

6.	North – Central	Benue, Kogi, Kwara, Niger, Nasarawa, Plateau and FCT	COE, Akwanga, Nasarawa Staate; COE, Zuba; COE oro, Kwara state; COE Gindir Plateau state; FCE Pankshin, Kwara state; COE Lafiagi, Niger State; COE Minna Nigerian Army Educ Corps School Ilorin, FCE Kontagora; COE Ankpa Kogi State; COE Oju Benue state; FCE OKene; COE Katsina Ala Benue State; COE offa, Kwara state (P); Muhyideen COE, Ilorin (P); City COE Mararaba Garki Abuja (p)

Key

NTI: National Teachers Institutes P: Private T: Technical S: Special

COE: College of Education FCE: Federal College of Education

Source: National Commission for Colleges of Education Digest of Statistic on Colleges of Education and other NCE Awarding Institution in Nigeria(2012)

Also, from the Krejcie and Morgan, four states and eight colleges of education were sampled from the North West Geo-Political zones in the country as shown in table 3.2.

Table 3.2: Sampled States and Colleges of Education from North West Geo Political Zone

S/N	North West Zone	State	Sampled college(s)
1.		Kaduna	FCE Zaria and COE Gidan Waya
2.		Kano	FCE Kano and COE Kumbotso.
3.		Katsina	FCE Katsina and Isa Kaita COE Dutsinma
4.		Zamfara	FCE (T) Gusau and COE Maru

Thus, the lecturers sample size for this research were one hundred and fifteen (115), eight (8) head of departments and eight (8) examination officers; and two hundred and forty nine students (249), from the sampled colleges and schools, as shown in the table 3.3 below:

Table 3.3: States, Sampled Colleges and sampled respondents

S/NO	State	Sampled college	School in the College	Category	Sampled population
1	Kaduna	COE Gidan Waya	Sch. of Arts & Soc. Sc	Head of Dept	1
				Exam officer	1
				Lecturers	15
				Students	27
2.	Kaduna	FCE, Zaria	Science	Head of Dept	1
				Exam officer	1

				Lecturer	15
				Student	28
3.	Kano	COE Kumbotso	Voc and tech	Head of Dept	1
				Exam officer	1
				Lecturers	14
				Students	27
4.	Kano	FCE Kano	Language	Head of Dept	1
				Exam officer	1
				Lecturers	15
				Students	28
5.	Katsina	COE Isa Kaita	Science	Head of Dept	1
				Exam officer	1
				Lecturer	14
				Student	26
6.	Katsina	FCE Katsina	Sch. of Arts & Soc. Sc	Head of Dept	1
				Exam officer	1
				Lecturer	14
				Student	26
7.	Zamfara	COE, Maru	Languages	Head of Dept	1
				Exam officer	1
				Lecturer	14
				Student	27
8	Zamfara	FCE (T) Gusau	Voc and tech	Head of Dept	1
				Exam officer	1
				Lecturers	14
				Student	26
				Total No. HODs	8
				Total No. Exam Officer	8

				Total No. Lecturers	115
				Total No. Students	249
				Grand Total	380

Source: National Commission for Colleges of Education; Digest of Statistic on Colleges of Education and other NCE Awarding Institution in Nigeria.

3.5 Instrumentation

The instruments used in the collection of data were questionnaires, while Statistical Package for Social Science (SPSS) was used in the analysis of the data collected from colleges of education across the country.

The implication here is that researches using questionnaire are attempting to understand what is happening in schools especially through the minds of the same actors whose role is under scrutiny. This raised doubt on the responses gathered or raised fundamental question of how accurate or objective are such data? And in addition the questionnaire as an instrument in research has inherent weaknesses associated to it. They include non absolute objectivity or honesty of respondents when question boarders on personal information or personality such as examination malpractice and the participant may be ashamed to honestly respond. It was also exposed to biasness as the respondents view might be colored by his own personality which may not represent the correct position of the situation and so on.

However, the approach has so many merits that cannot be abandoned completely such as: opportunity to sample large number of subjects and improved general ability. Based on above, the researcher wishes to use descriptive survey specifically the management roles of head of department and examination officers, the role played by invigilators and supervisors during

examination, school plant and facilities available for the conduct of examination. Thereafter, the data collected from the questionnaire administered can be analyzed and compiled as the findings of the research. This type of approach was used in countries like United State of America (USA) and United Kingdom (U.K) for over four decades (Stubbs and Dalamont, 1976).

3.5.1 The Questionnaire

A carefully crafted and well encompassing questionnaire was made by the researcher to illicit responses on the issues raised in the research questions. The questionnaire was designed to capture detailed profile of the respondents in addition to what they consider as the cause, nature and application of strategic approaches to the management of examination malpractices. The questionnaire is original and reliable as it was never presented in any other research studies before. It also provide for inputs on the respondents expectation from provost, Academic Board as well as College Governing Council as to what should be done to alleviate the challenges confronting the conduct of examination and management of examination malpractice in Colleges of Education in Nigeria. Most of the questions in the questionnaire focused on issues, relating to forms, effects, and management of examination malpractice and causes of examination malpractices as well as challenges in the management of examination malpractices.

The questionnaire designed seeks information from head of department, examination officers, lecturers, and students of colleges of education in the North- West Geo- Political Zone, Nigeria on the analysis of the management of examination malpractices in their colleges. The questionnaire had six sections: the first section or section A seeks personal information of the respondents and this has to do with bio data such as age, sex, state of origin, school/establishment, and status /rank and so on.

While section B, C, D, E &F of the questionnaire deals with forms, causes, effects, management and challenges in the management of examination malpractices, this include

information on the role played by students, parents, lecturers, head of departments etc. All item statements in section B, C, D, E and F were presented in psychometric scale popularly refer to as a Likert scale which was developed by and named after organizational psychologist Rensis Likert (Osugala, 2001; Wikipedia 2011; Naresh, 2011; Changing Mind, 2012). Therefore, the respondents in this study were asked to indicate their degree of agreement to a given statement on the problem of examination malpractice and its management in Nigerian colleges of education, by subscribing to one of the five response categories by ticking to the option as shown below:

Strong Disagree		SD	1
Disagree		D	2
Undecided	U		3
Agree		A	4
Strongly agree	SA		5

3.6 Validity of the Instrument

The questionnaire as an instrument for this study was presented for validation to experts in educational management, senior statistician and measurement and evaluation. The instrument was ranked and correlations made by these experts. By so doing value was added to the item statement in the questionnaire. The purpose of items analysis is for the researcher to use the corrected version of the questionnaire to get the mean scores of each item statements. Adopting the above procedure to ascertain the validity of the instrument is in line with the view of Kerhinger (1973) who observed that expert in the related discipline with the research conducted could help to validate the research instrument through careful analysis and making relevant corrections and amendments.

Therefore, with various input in terms of corrections and amendments made by the experts listed earlier, it is assumed that the questionnaire might meet the required standard to achieve the objectives set for the research.

3.7 Pilot Test

A pilot test was conducted in Federal College of Education, Kontogora Niger state. Five (5) departments were selected for the study by random sampling technique, and all the respondents were all drawn from the selected departments. Simple random sampling was used in the selection of respondents as five (5) head of department, five (5) examination officers, thirty five (35) lecturers and fifty five (55) students. The purpose of the pilot test was to ascertain the reliability of the instrument before the research was carried out, in line with the view of Kerlinger (1973) the view was further supported by Jerry and Jack (1996) who asserted that a researcher should conduct pilot test to see whether the instrument items would be analyzed in a meaningful way and then ascertain whether some changes may be warranted for easy analysis. The result obtained indicated Alpha index at .59 and standardized item Alpha .58, the result was above .5 which served the purpose.

3.8 Reliability of the Instrument

The pilot test conducted in federal college of education (FCE) Kontogora, the subjects drawn were five (5) head of departments, five (5) examination officers, thirty five (35) lecturers and fifty five (55) students. However, the analysis was conducted on seventy five (75) returned copies of the questionnaire. Reliability coefficient was conducted on 5 sections with one hundred and seven items (107). The result obtained shows Alpha index at.59402 and standardized item Alpha .57621. Approximately .611 and 612, this was above .5. The result revealed that the instrument is statistically reliable; hence there was no need for the second test of the instrument.

3.9 Administration of the Instrument

The researcher personally administered the questionnaire to the subjects in some of the sampled colleges of education in North West Geo Political Zone. The services of research assistants (most of the lecturers) were employed in the distribution and collection of questionnaire. Before the commencement, the research assistants were adequately briefed on the conditions on how and when to administer and retrieved the questionnaires from the four sets of respondents.

310 Method of Data Analysis

The method of data analysis adopted for this research was the use of frequency distribution and percentages to examine relationships between variables. According to Mustapha (2012) and Nwana (2009) percentages are used in research work to make comparison between two or more series of data and also used to describe relationships. The hypotheses are tested using inferential statistics, specifically parametric test method and Analysis of Variance (ANOVA) was used to analyze variance that appears in the data. The choice of this method enables testing of the differences in opinion beyond two groups of the respondents and also to determine statistical significance from the results obtained (Gravetter & Wallneu, 2000).

Therefore, the data collected on responses to items in the questionnaires by the head of department, lecturers, examination officers and students in Colleges of Education in the North-West Geo-Political Zone were tested and compared. In testing the hypotheses formulated in chapter one, 0.05 level of significance was adopted to insure that differences between the groups compared are significantly so 95 times out of 100 (Nwana, 2009). This level of certainty will be suitable and significant for social sciences and education researches (Nwana, 2009 and Best, 1981).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

Chapter four presents the analysis of data collected from sampled Colleges of Education. The data presented were responses of four categories of respondents gathered during the study. A total of 380 copies of questionnaire were distributed to the respondents in Colleges of Education but only Three Hundred and Thirty (330) copies were collected. Therefore, the analysis of this research was based on the returned copies of the questionnaire. The copies collected consist of five copies (05) for Heads of Departments, six copies (6) for Examination Officers, one hundred and one copies (101) for Lecturers and Two Hundred and Eighteen (218) copies for the Students.

The five point Likert scales for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree was adopted to assess the opinions of respondents in this research. To make discussions of data much easier and convenient, the researcher-adopted responses Strongly Agree and Agree as Agree, while Strongly Disagree and disagree as disagree.

This chapter contains various tables ranging from 4.1 – 4.15. The tables 4.1. – 4.7 represent bio data of the respondents' while respondents opinions on various aspects of the research are featured in tables 4.8 – 4.12 and table 4.18 captures summary of the hypotheses testing. All the data are presented using frequency counts and percentage in a tabular form for the purpose of providing general description.

4.2 Bio Data of the Respondents

The frequency bio data of the respondents were presented in tables 4.1 to 4.7. The items consist of types of the College, students' levels rank/status, qualifications, age, gender and years of studies or teaching in the College of Education.

Table 4.1: Type of Respondents College

Type of College	Frequency	Percentage
Federal	109	33.0
State	221	67.0
Total	330	100.

Table 4.1 above featured the number of respondents from the two types of college of education sampled. One hundred and nine (109) students, lecturers, exam officers and head of department are from federal college of education while two hundred and twenty one (221) respondents,

representing 67% are from state colleges of education. Thus, the highest respondents were from state college of education representing 67.0 percent

Table 4.2: Student Level

NCE	Frequency	Percentage
Nil	12	5.5
100	56	25.7
200	59	27.1
300	72	33.0
400 (Part time)	19	8.7
Total	218	100.0

Table 4.2 shows students' level. The table shows twelve (12) students respondents nil which represent 5.5 percent, indicated pre-NCE students that did not belong to the four levels featured in the table. Fifty six (56) students representing 25.7 percent are at 100 levels, while fifty nine (59) representing 27.1 percent are 200 level students. Seventy two students representing 33.0 percent are in 300 level and 19 students representing 8.7 percent belongs to 400 levels (NCE Part-time). Thus, the highest students' opinions were represented by 300 level followed by 200 levels.

Table 4.3 Designation

Designation	Frequency	Percentage
Students	218	66.1
Exam officers	06	1.8
Lecturers	101	30.6
HOD	05	1.5
Total	330	100.0

Table 4.3 captured the rank or status of the respondents. There are two hundred and eighteen (218) students, representing 66.1 percent respondents. While six examination officers representing 1.8 percent responded and one hundred and one (101) lecturers representing 30.6. The head of departments totaling 5 represent 1.5 percent participated.

Table 4.4: Qualification

Qualification	Frequency	Percentage
O level	218	66.1
B.ed	11	3.3
B.A	06	1.8
B.Sc	24	7.3
M.Ed	26	7.9
M.Sc	22	6.7
Ph.D	11	3.3
BA/PGDE	07	2.1
B.Sc/PGDE	05	1.5
Total	330	100.0

The table 4.4 shows qualifications of all the respondents in this research. There are two hundred and eighteen (218) NCE and PRE – NCE students that have O level qualification representing 66.1 percent. While the lecturers, head of departments and examination officers in the sampled colleges, posses the following qualifications, B.Ed eleven (11) representing 3.3 percent, six staff (6) with B.A degree representing 1.8 percentage, twenty four (24) with B.sc representing 7.3 percentage, twenty six (26) representing 7.9 percent with M.Ed, twenty two (22) of the staff have M.sc representing 6.7 percent, those with Ph.D are eleven (11) and represent 3.3 percent, seven (07) of the respondents are those with B.A/PGDE representing 2.1 percent and five (05) of the staff representing 1.5 percent are those with B.Sc/PGDE qualifications.

Table 4.5 Ages

Ages	**Frequency**	**Percentage**
20- 25	159	48.2
20- 30	37	11.2
31 – 35	35	10.6
36- 40	22	6.7
41- 45	63	19.1
46 and above	14	4.2
Total	330	100.0

The above table shows the age range of the respondents one hundred and fifty nine (159) of them falls between the ages of 20 – 25 representing 4.2 percent, thirty seven (37) belongs to the age range 26 – 30 representing 11.2 percent thirty five (35) are between the ages of 36 – 40 representing 6.7 percent. The age range 41-45 years are sixty three (63) representing 19.1 percent and while 46 years and above years consist of fourteen respondents representing 4.2 percent.

Table 4.6: Gender

Gender	Frequency	Percentage
Male	187	56.7
Female	143	43.3
Total	330	100.0

The table 4.6 shows the sex of the respondents. One hundred and eighty seven (187) out of the respondents' population are male while the remaining one hundred and forty three (143) respondents are female, representing 43.3 percent. Therefore, the result shows gender representation.

Table 4.7 Years of Studies/Teaching in the College

Years in College	Frequency	Percentage
1 – 5 years	59	17.9
6 – 10 years	36	10.9
20 years and above	17	5.2
NCE 1	56	16.9
NCE 2	59	17.9
NCE 3	72	21.8
NCE 4	19	05.8
Nil (PRE NCE)	12	03.6
Total	330	100.0

Table 4.7 shows the years or particular level of study of the respondents or the range of years in which the head of department examination officers and lecturers served the college. Staff that are in the college between the age of one to five years (1-5 years) are fifty nine (59) representing 17.9 percentage, 6 – 10 years, thirty six (36) staff representing 10.9 percent. There are seventeen 917) with twenty and above years experience in the colleges. While students respondents years of studies in the colleges are as follows, NCE I are fifty six (56) represent 16.9 percent, NCE 2, fifty nine (59) representing 17.9 percent NCE III< seventy two (72) representing 21.8 percent the population of NCE 4 belonging to the part time programme are nineteen (19) representing 5.8 percent. While twelve (12) out of the respondents representing 3.6 percent are pre-NCE students. The result revealed that highest population of 28% respondents is lecturers that served the college are between 11-10 years and this category are the ones mostly engaged in examination supervision/ invigilation.

4.3 Analysis on Research Question

This section presents research data collected on the opinions of respondents on the management of examination malpractice in North West Geo Political Zone, Nigeria. All the items featured in the questionnaire from 8 – 109 relate to this particular section. For the purpose of general description of the data, responses were collected, analyzed and presented in different tables, using frequency counts and simple percentages.

Table 4.8 contains items 8 – 19 related to forms of examination malpractice in colleges of education in North West Geo Political zone, Nigeria. These items includes the opinions on the use of cheat notes, student connives with invigilators, use of giraffin, impersonation, students connive among themselves, bringing in prepared answer sheets, leakages of question papers by bad lecturers, leakage of question papers by bad computer operators, substitution of answer booklets by

bad lecturers, use of MP3 player, negotiation of scores with bad lecturers and writing answers on handkerchief or body parts.

Items 20 – 57 relate to causes of examination malpractice in colleges of education in North West Geo Political zone, Nigeria. These items in table 4.9 tries to identify causes of examination malpractice from the believe on the side of the students that they cheat because everyone cheats, lack of preparation, students cheat to please parents with good scores, fear of failure, absent of students from lectures, inadequate teaching, overcrowded examination halls, lack of clear examination rules, lack of punishment for cheaters, confusion created in order to cheat due to late arrival of question papers, non vigilant by lecturers during examination, lack of supervision during examination by head of department, deputy provost, or provost, inadequate time for studies by the students due to parties and film watching, distractions in the college such as crying babies, too many students per invigilator in examination hall, question asked out of course content taught; bribe collected by either bad Head of Department, examination officer, or lecturers, poor method of teaching, crash programme lack of instructional facilities, loaded examination time table, admission of unqualified students, lack of counseling, poor attitude of lecturers such as absenteeism, lecturers allowed student to cheat to cover up their teaching weaknesses, preference for certificate for employment by the society; money collected in exchange for question papers, poor professional leadership by the Head of Department, ignorance of examination ethics, in an attempt to satisfy university minimum requirement, feeling of inferiority complex, parent involvement in the malpractices, sudden change in curriculum, blind completion for grades.

The table 4.10 contains items 58– 72 that relate to the effects of examination malpractices in colleges of education in North-west geo-political zone, Nigeria. The items take a close look at the effects of examination malpractices to college of education in the region such as embarrassment to the college, lack of value or credibility of the certificate issued by the examination malpractices college, waste of resources in reprinting the examination papers the minds of the students become

corrupted, time and resources of innocent students are wasted due to leakage, students dismissed due to examination malpractices, add to the population truants in the society, half baked students are produced, bad students threatens the life of lecturers, affects academic performance of the college, affect teaching practice, leads to social inequities, affects future development of the nation, produce students with bad character, commit professional errors, and examination malpractices leads to fraudulent labor force.

Items 73 – 96 captured opinions of respondents on various management strategy to combat examination malpractices in colleges of education in the North –West Geo-Political Zone, the responses include: engaging highly qualified lecturers in the teaching learning process; employing qualified lecturers in all subject areas, the use of higher continuous assessment, campaign against examination malpractices in all public gathering; developing curriculum that takes care of practical skills, appreciating excellent performance, providing relevant text books and learning facilities; seek for parent support in campaign against examination malpractice, appointment of man of good character as a provost, improving condition of services for lecturers, persuasion and motivation strategy by head of department, involving lecturers in decision making on how to control exam malpractices, mentoring programme in colleges, appointment of men of good character as examination officers, providing adequate furniture and well space, informal mentoring by lecturers, provost, openness to students and lecturers, involving lecturers in designing curriculum involving head of department in making curriculum, fairness in scoring students and providing security personnel around the venues of examination halls.

Items 97 -107 of this research relate to the opinions of the respondents on challenges of managing examination malpractices in colleges of education in the North west geopolitical zone, Nigeria. The views show lack of modern sophisticated gadgets in detecting and controlling examination malpractices, interference in dealing with culprits, inadequate monitoring of staff producing examination scripts, biasness in punishing culprits, employment of inexperience and

unqualified lecturers, delay in administering punishment administrative bottleneck, attitude of bad clerks. Immoral relationship between bad lecturers and students and the attitude of bad lecturers who collected bribe from the students.

4.3.1 Data Obtained on the Forms of Examination Malpractices in Colleges of Education in North West Geo Political Zone, Nigeria

Items 8 – 19 of the questionnaire are administered collected and presented in this section. The items seek the respondents' opinions on the forms of examination malpractice common to colleges of education in North West Geo-Political Zone, Nigeria. Thus, the items presented tried to identify forms of exam malpractices such as cheat notes, giraffin, connives at different levels with students themselves, with lecturers and with HOD's or exam officers, use of Mp3 player, leakages and substitution of examination answer booklet. Table 4.8 shows details.

Table 4.8: Data Obtained on the Forms of Examination Malpractices in Colleges of Education in North West Geo-Political Zone, Nigeria

S/No	Item Statement	Category of Respondent	Opinion of Respondent										Total		Mean	SD
			SA		AC		UN		DA		SD					
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
8.	Cheat notes are used to do malpractice during examination in my college	HODs	01	20.0	01	20.0	00	00	00	00	3	60	05	100	3.60	1.949
		Exam Officers	00	00	01	18.7	00	00	04	66.7	01	16.7	06	100	3.83	.983
		Lecturers	28	27.7	38	37.6	08	7.9	11	10.9	16	15.8	101	100	2.50	1.412
		Students	54	24.8	75	34.4	14	6.4	37	17.0	38	17.4	218	100	2.68	1.452
9.	Students connive with lecturers to cheat during examination in my college	HODS	1	20.0	00	00	00	00	00	00	4	80.0	05	100	4.20	1.789
		Exam Officers	00	00	1	16.7	-	-	4	66.7	01	16.7	06	100.0	3.83	.983
		Lecturers	10	9.9	23	22.8	07	6.9	37	36.6	24	23.8	101	100.0	3.42	1.336
		Students	23	10.6	40	18.3	28	12.8	59	27.1	68	31.2	21.8	100.0	3.50	1.372
10.	Student use giraffin to cheat during examination in my college	HODs	3	60.0	00	00	00	00	2	40.0	00	00	05	100	2.20	1.643
		Exam Officers	1	16.7	1	16.7	00	00	2	35.3	02	33.3	06	100	3.50	1.643
		Lecturers	25	24.5	41	40.6	4	4.0	19	18.8	12	11.9	101	100.0	2.52	1.361
		Students	50	22.9	82	37.6	21	9.6	41	18.8	24	11.0	218	100.0	2.57	1.322
11.	Students impersonate	HODs	01	20.0	02	40.0	00	00	01	20.0	01	20.0	05	100	2.80	1.643

	during examination in my college	Exam officers	00	00	02	33.3	00	00	04	66.7	00	00	06	100	33.33	1.033
		Lecturers	16	15.8	30	29.7	10	9.9	29	28.7	16	15.8	101	100	2.99	1.367
		Students	30	13.8	71	32.6	43	19.7	46	21.1	28	12.8	218	100	2.87	1.261
12.	Students connive among themselves to cheat in my college	HODs	02	40.0	02	40.0	00	00	00	00	01	20.0	05	100	2.20	1.643
		Exam Officers	00	00	01	16.7	00	00	03	50.0	02	33.3	06	100	4.00	1.095
		Lecturers	22	21.8	38	37.6	08	7.9	18	17.8	15	14.9	101	100	2.66	1.388
		Students	51	234	71	32.6	19	8.7	35	16.1	42	19.3	218	100	2.75	1.463
13.	Students bring in prepared answer sheet into the examination hall to cheat in my college	HOD's	01	20.0	00	00	00	00	01	20.0	03	60.0	05	100	4.00	1.732
		Exam Officers	00	00	02	33.3	01	16.7	02	33.3	01	16.7	06	100	3.33	1.211
		Lecturers	11	10.9	25	24.8	19	18.8	24	23.8	22	21.8	101	100	3.21	1.329
		Students	34	15.6	61	28.0	26	11.9	50	22.9	47	21.6	218	100	3.07	1.414
14.	Bad lecturers leaked question papers before examination to students in my college	HOD's	01	20.0	00	00	00	00	01	20.00	03	60.0	05	100	3.60	1.949
		Exam Officers	01	16.7	02	33.3	00	00	01	16.7	02	33.3	06	100	3.17	1.722
		Lecturers	18	17.8	29	28.7	24	23.8	18	17.8	12	11.9	101	100	2.77	1.272
		Students	43	19.7	44	20.2	25	11.5	41	18.8	65	29.8	218	100	3.19	1.532
15.	Bad computer operator leaked question paper before examination to	HOD's	01	20.0	01	20.0	00	00	01	20.0	02	40.0	05	100.0	3.40	1.87
		Exam Officers	00	00	01	16.7	00	00	03	50	02	33.3	06	100.0	4.00	1.095
		Lecturers	13	12.9	28	22.7	21	20.8	24	23.8	15	14.9	101	100.0	3.00	1.281

	students in my college	Students	22	10.1	54	24.8	33	15.1	49	22.5	60	27.5	218	100	3.33	1.371
16.	Substitution of answer booklets by bad lecturers is common in my college	HOD's	00	00	02	40.00	00	00	01	20.0	02	40.0	05	100.0	3.60	1.517
		Exam Officers	00	00	00	00	00	00	04	66.7	02	33.3	06	100.0	4.33	.516
		Lecturers	07	6.9	21	20.8	19	18.8	28	27.7	26	25.7	101	100.0	3.45	1.269
		Students	12	5.5	35	16.1	4.5	20.6	56	25.7	70	32.1	218	100.0	3.63	1.239
17.	Students use MP3 player to download answers and cheat during examination in my college	HOD's	02	40.0	01	20.0	00	00	01	20.0	01	20.0	05	10.0	2.60	1.817
		Exam Officers	03	50.0	01	16.7	00	00	01	16.7	01	16.7	06	100.00	2.33	1.751
		Lecturers	17	16.8	29	28.7	16	15.8	21	20.8	18	17.8	101	100.0	2.94	1.377
		Students	35	16.1	47	21.6	32	14.7	44	20.2	60	27.5	218	100.0	3.22	1.457
18.	It is common to see students negotiating with bad lecturers for undeserved score in my college	HOD's	02	40.0	00	00	01	20.0	00	00	02	40.0	05	100.0	3.00	2.000
		Exam Officers	02	33.3	02	33.3	00	00	00	00	02	33.3	06	100.0	2.67	1.862
		Lecturers	19	18.8	26	25.7	19	18.8	20	19.8	17	16.8	101	100.0	2.90	1.375
		Students	39	17.9	58	26.6	3.8	17.4	39	17.4	44	20.2	218	100.0	2.96	1.405
19.	Student use to write answers on cloths, white handkerchief or body part to cheat in my college	HOD's	02	40.0	01	20.0	00	00	00	00	02	40.0	05	100.0	2.80	2.049
		Exam Officers	01	16.7	03	50.0	00	00	02	33.3	00	00	06	100.0	2.50	1.225
		Lecturers	20	19.8	36	35.6	10	9.9	17	16.8	18	17.8	101	100.0	2.77	1.413
		Students	43	19.7	78	35.8	17	7.8	35	16.1	45	20.6	218	100.0	2.82	1.453

Table 4.8 items 8 indicates that 60 percent of head of department and 83.4 percent of examination officers disagreed with the opinion, while 65.3 percent of the lecturers and 59.2 percent of the students agreed with the opinion. This indicate the consensus of opinions with large percentage among the head of departments and examination officers that cheat notes is not one of the forms of examination malpractices in the colleges of education in North – west geo political zone, Nigeria. However, the responses of lecturers who invigilate examination and students who are actors in examination malpractices shows higher percentage in support of the fact that cheat notes are used as a means of cheating during examination. This implies that cheat note should be considered as one of the forms of examination malpractices that administrators should develop means of controlling it.

In response to item 9 of the questionnaire, 80 percent of the head of department 83.4 percent of examination officers, 65.4 percent of the lecturers and 58.3 percent of the students unanimously disagree with the opinion that students connive with lecturers in order to cheat during examination in colleges of education in North –west geo political zone, Nigeria. The high percentage of all the respondents disagreed with the opinion that lecturers connive with students to cheat during examination does not entirely mean that skeletal cases may not be found as shown by the percentage of respondent that agree with the opinion. Therefore, it is an interesting development that a lecturer does not connive with lecturers to cheat in colleges of education in the North West Geo Political Zone, Nigeria.

Item 10 of the questionnaire shows no consensus on the opinion that giraffin or stretching neck by the student at the back to copy answers from the students in front is a form of examination malpractices, in colleges of education in North -West Geo-Political Zone, Nigeria. However, 60 percent of head of department, 65.4 percent of lecturers and 60.5 percent of students all support the view that girrafin is a form of education malpractice. While only examination officers representing 66.6 percent disagree with the opinion. Though girraffin as a form of examination malpractices is so common among students in the colleges but it is manageable at the level of qualified lecturers who invigilate the examinations.

Item 11 of the questionnaire that indicated impersonation as a form of examination malpractices in colleges of education in North West Geo Political Zone, Nigeria shows the following results 60 percent of head of departments, 45.5 percent of lecturers and 46.4 percent of the students are in agreement with the opinion, while only 66.7 percent of the examination officers disagreed that impersonation is a form of examination in the colleges. The three set of the respondents though with average score agree to the opinion that impersonation is practice in colleges of education, clearly indicate the intricate nature of this form of malpractice and the difficulty involved in detecting and convicting the impersonator.

Item 12 of the questionnaire in a similar way to item 9 seek the opinion of respondents whether students connive among themselves to cheat during examination. Thus, 80 percent of head of departments, 59.4 percent of lecturers and 56.0 percent of students all agree that students connives using different approaches to cheat during examination in colleges of education in the North – West Geo Political Zone, Nigeria. While 83.3 percent of examination officers disagreed with the opinion that students connive among themselves is a form of examination. The high percentage of respondent that agree students connive among themselves to cheat during examination is practiced in the colleges more especially considering 80% of the head of department scored to the opinion.

Item 13 of the questionnaire which solicits for the respondents opinions on students bringing in prepared answer sheet in the examination hall is a form of examination malpractices in colleges of education in the North-west geo political zone, Nigeria. The result revealed 80 percent of head of departments, 50 percent of examination officers, 45.6 percent lecturers and 44.5 percent students disagree with the opinion. These percentages, which imply that this form of examination malpractices is not practice in our colleges, though there, may be insignificant cases of this malpractice as shown by the percentage of respondents that agree with the opinion especially students' represented by 43.6 percent and lecturers 35.7 percent. Hence, discipline machineries should be put in place by colleges and law enforcement agencies to tackle the menace.

In response to item 14 that requires response on the opinion that bad lecturers leaked question papers to students. The respondents opinion differs, 80 percent of the head of department, 50 percent examination officers and 45.6 percent of students disagree with the opinion. While, 46.5 percent of lecturers and the remaining 50 percent of the examination officers score in the sampled colleges agreed with the opinion that bad lecturers leaked question papers. The inconsistency in the result of this opinion has to do with the difficulty in tracking the offenders, both the lecturers and the students, as leaking of question papers is a top secret phenomenon. There may be element of truth in the involvement of lecturers in leaking question papers as 50 percent of examination officers who are custodians of department question papers and 45 percent of lecturers who are invigilators and at the same time very close to students subscribe to the opinion.

Item 15 similarly seek the opinions of respondent that bad computer operators also leaked question paper, is still considering leakage as a form of examination malpractice. The response against the opinion is higher, thus, result shows 60 percent head of department, 83.3 percent examination officers and 50 percent of the students disagree with the opinion. This further, supported the opinion of item 14 that leakage is not a form of examination malpractice found in colleges of education in North – West Geo political zone, Nigeria. The above result show that this

form of examination malpractice is not prominent at colleges level has to do with fairly remuneration paid to personnel which makes financial or material bribe for leakage irrelevant, to lecturers.

Item 16 of the questionnaire has seek opinions of respondents whether substitution of poorly written answer scripts with answer booklets written outside the examination hall occur in colleges of education in the North West Geo Political Zone, Nigeria. There is consensus among the respondents that disagreed to the opinion in responses, 60 percent head of departments, 83.3 percent examination officers, 38.7 percent of lecturers and 59.8 percent of the students disagree with the opinion. The high percentage of the respondents that did not agree with the opinion shows that exchange of examination booklets is not common in colleges of education. It is clear from above that all the percentages for agreed are much lower than disagree scored by the four groups of respondents. However, management strategy should be evolved to take care of insignificant figures recorded and future occurrences; as the students enrolled into colleges comes from O levels where substitution is rampant (WAEC, 2012).

Item 17 of the questionnaire featured the use of MP3 player to cheat during examination in colleges of education in the North – West geo political zone, Nigeria. Three sets of the respondents agree with the opinion. They include: 60 percent of head of departments, 66.7 percent of examination Officers and 45.5 percent of lecturers agreed that students use MP3 player to download saved answers. This agrees with the view of Laura (2010) who asserts that students smuggled in mobiles and using them to go on the internet and cheat. While other students' stored information on hidden MP3 players and using tiny earpiece to get answers. These respondents acknowledged the technological breakthrough in a negative dimension. As the institutions are developing modern strategy to combat cheating, so also students respond in a similar way to perpetrate the old practice of cheating during examination. Only student respondents disagree with the opinion as represented by 47.7 percent not up to 50 percent of them. This indicate that the use of MP3 as a form of

examination malpractice occur in the colleges of education in the North West Geo Political Zone, Nigeria. The use of MP3 at this level of education is possible because of the level of socialization of student and their exposure to handsets and computers.

Item 18 of the questionnaire seeks respondents' opinion that students negotiate with bad lecturers for undeserved score in colleges of education in North west geo political zone, Nigeria. There is consensus among all the respondents that students negotiate for undeserved scores with bad lecturers. The students paid money or sex for the scores not legitimate to them. Equal percentage of 40 respondents each for agreed and disagreed by the head of department, 66.6 percent examination officers 44.5 percent lecturers and 44.5 percent students all agree with the opinion. Though the percentages with the exception of that of examination officers are lower but still higher than disagreed and also support the opinion that getting underserved score is another form of examination malpractice in colleges of education.

In responses to item 19, which sought respondents' opinions on the use of written answers on cloths, white handkerchief or body parts as a form of examination malpractice in Colleges of Education in the North West Geo Political Zone, Nigeria; the responses shows that 60 percent of head of departments, 66.7 percent examination officers, 55.4 percent lecturers and 55.6 percent students all agreed with the opinion. The unanimous agreement with high percentages to the opinion indicates that this form of examination malpractice exist in colleges of education. Students use this approach firstly, because it is cheap and secondly it is easy to cover up and escaped identification at the point of entry and during examination by invigilator.

4.3.2: Data Obtained on the Causes of Examination Malpractices in Colleges of Education in North – West Geo Political Zone, Nigeria.

This section relates to items 20 – 57 in the questionnaire. All the items tried to identify the causes of examination malpractices in colleges of education in North West Geo Political Zone, Nigeria. The section specifically attempt to identify students, teachers, administrators, parents,

curriculum and the system causes of examination malpractice in the colleges of education. Students causes includes: the students belief that everyone does cheat, lack of preparation, cheat in order to please parents, the fear of failure makes students cheat, non attendance to lectures, create confusion to cheat when scripts were brought late, students cheat because they spent more time on parties and watch films instead of studying, the fear and feeling of inferiority complex for failure, as well as blind competition for grade.

The lecturer's causes to examinations malpractices are inadequate teaching, bringing examination materials to the hall late, reading of novels/books newspaper or discussing outside the hall, collecting bribe from the students, poor teaching method, poor attitudes of lecturers such as dishonesty and leakage for sex and non coverage of course contents, vague instructions on the question paper.

The administrators/government causes includes overcrowded hall due to non provision of adequate examination halls, lack of clearly stated examination rules non implementation of examination rules, lack of supervision of examination halls, collection of bribes, crash programme, lack of instructional facilities, loaded examination time table; admitting unqualified students, lack of counseling units, poor leadership, strict university requirements, non execution of examination penalties, employing unqualified teachers, prioritizing certificate in place of competences. The curriculum causes of examination malpractice include sudden change in curriculum, curricular more theoretical in nature and course content too wide for lecturers to cover.

The parent causes to examination malpractices includes, non guidance of their ward, bribing lecturers, head of departments or examination officers, choosing course of study for their son/daughter. Unrealistic expectations on their children for brilliant performance in order to please the parent and in an attempt to avoid letting them, student indulge into examination malpractices.

Table 4.9: Data Obtained on the Causes of Examination Malpractice in Colleges of Education in North West Geo Political Zone, Nigeria

S/N	Item Statement	Category of Respondent	Opinion of Respondent										Total		Mean	SD
			SA		AC		UN		DA		SD					
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
20.	Student in my college cheat because they believe everyone does it.	HODs	02	40.0	01	20.0	00	00	01	20.0	01	20.0	05	100.0	2.60	1.817
		Exam Officers	02	33.3	01	16.7	00	00	02	33.3	01	16.7	06	100.0	2.83	1.722
		Lecturers	23	22.8	26	25.7	14	13.9	19	18.8	19	18.8	101	100.0	2.85	1.452
		Students	27	12.4	64	29.4	19	8.7	47	21.6	61	28.0	218	100.0	3.32	1.442
21.	Students in my college cheat because they do not prepare well.	HODS	02	40.0	01	20.0	00	00	00	00	02	40.0	05	100.0	2.80	2.049
		Exam Officers	01	16.7	01	16.7	01	16.7	01	16.7	02	33.3	06	100.0	3.33	1.633
		Lecturers	27	26.7	27	26.7	13	12.9	23	22.8	11	10.9	101	100.0	2.64	1.375
		Students	55	26.2	70	2.1	17	7.8	47	21.6	29	13.3	218	100.0	2.66	1.403
22.	Students in my college cheat during examination in order to please their parents or their sponsors	HODs	02	40.0	01	20.0	00	00	01	20.0	01	20.0	05	100.0	2.60	1.817
		Exam Officers	02	33.31	02	33.3	00	00	02	33.3	00	00	06	100.0	2.33	1.366
		Lecturers	18	2.8	47	46.5	11	10.9	15	14.9	10	9.9	101	100.0	2.52	1.240
		Students	45	20.6	67	30.7	30	13.8	47	21.6	29	13.3	218	100.0	2.76	1.354
23.	The fear of failure by student in my college makes them cheat.	HODs	03	60.0	01	20.0	00	00	00	00	01	20.0	05	100.0	2.00	1.732
		Exam officers	02	33.3	02	33.3	00	00	01	16.7	01	16.7	06	100.0	2.50	1.643
		Lecturers	37	36.6	37	36.6	06	5.9	11	10.9	10	9.9	101	100.0	2.21	1.314
		Students	57	26.1	74	33.9	17	7.8	41	18.8	29	13.3	218	100.0	2.59	1.396

24.	It is student that do not attend class regularly that cheat in my college.	HODs	01	20.0	01	20.0	01	20.0	00	00	02	40.0	05	100.0	3.20	1.789
		Exam Officers	02	33.3	02	33.3	00	00	02	33.3	00	00	06	100.0	2.33	1.366
		Lecturers	19	18.8	23	22.8	14	13.9	21	20.8	24	23.8	101	100.0	2.65	1.374
		Students	45	20.6	54	24.8	29	13.3	43	19.7	47	21.6	218	100.0	2.97	1.463
25.	Students cheat in my college because lecturers have not taught them adequately.	HOD's	00	00	00	00	00	00	02	40.0	03	60.0	05	100.0	4.60	0.548
		Exam Officers	02	33.3	00	00	00	00	02	33.3	02	33.3	06	100.0	3.67	1.366
		Lecturers	37	36.6	37	36.6	06	5.9	11	10.9	10	9.9	101	100.0	3.08	1.468
		Students	37	17.0	44	20.2	25	11.5	61	28.0	51	23.4	218	100.0	3.21	1.436
26.	Students cheat more in overcrowded examination halls in my college.	HOD's	01	20.0	00	00	00	00	01	20.0	03	60.0	05	100.0	4.00	1.732
		Exam Officers	02	33.3	02	33.3	00	00	01	16.7	01	16.7	06	100.0	2.50	1.643
		Lecturers	25	24.8	38	37.6	14	13.9	14	13.9	10	9.9	101	100.0	2.47	1.277
		Students	45	20.6	72	33.0	21	9.6	43	19.7	37	17.0	218	100.0	2.79	1.414
27.	Lack of clearly stated examination rules in my college is responsible for students' involvement in examination malpractice.	HOD's	00	00	00	00	01	20.0	01	20.0	03	60.0	05	100.0	4.40	.894
		Exam Officers	02	33.36	02	33.3	02	33.3	00	00	00	00	06	100.0	2.00	.894
		Lecturers	07	.9	27	26.7	09	8.9	34	33.7	24	28.8	101	100.0	3.41	1.298
		Students	36	16.5	51	23.4	18	8.3	55	25.2	58	26.6	218	100.0	3.22	1.474
28.	Non implementation of examination rules in my college is responsible for the involvement of students in examination malpractices.	HOD's	00	00	01	20.0	00	00	01	20.0	03	60.0	05	100.0	4.20	1.304
		Exam Officers	00	00	01	16.7	00	00	03	50.0	02	33.3	06	100.0	4.00	1.095
		Lecturers	14	13.9	31	30.7	09	8.9	24	23.8	23	22.8	101	100.0	3.11	1.421
		Students	36	16.5	49	22.5	40	18.3	47	21.6	46	21.1	218	100.0	3.08	1.395

29.	Students in my college create confusion when scripts were brought into the examination hall late in order to cheat.	HOD's	00	00	00	00	00	00	02	40	03	60.0	05	100.0	4.60	.548
		Exam Officers	00	00	02	33.3	01	16.7	02	33.3	01	16.7	06	100.0	3.33	1.211
		Lecturers	20	9.9	24	23.8	25	24.8	23	22.8	19	18.8	101	100.0	3.17	1.265
		Students	28	12.8	6.7	30.7	18	8.3	58	26.6	47	21.6	218	100.0	31.3	1.393
30.	Students cheat in the examination hall where lecturers are not vigilant during invigilation in my college.	HOD's	00	00	00	00	00	00	03	60.0	02	40	05	100.0	4.40	.548
		Exam Officers	01	16.7	03	50.0	00	00	01	16.7	01	16.7	06	100.0	2.67	1.506
		Lecturers	23	22.8	32	31.7	08	27.9	25	24.8	13	12.8	101	100.0	2.13	1.392
		Students	42	19.3	77	35.3	20	9.2	40	18.3	39	17.9	218	100.0	2.80	1.412
31.	Lack of supervision of examination hall by head of department is responsible for examination malpractices in my college.	HOD's	00	00	02	40.0	00	00	01	20.0	02	40.0	05	100.0	3.60	1.517
		Exam Officers	02	33.3	01	16.7	00	00	01	16.7	02	33.3	06	100.0	3.00	1.897
		Lecturers	12	11.9	23	22.8	13	12.9	34	33.7	19	18.8	101	100.0	3.25	1.322
		Students	26	11.9	43	19.7	28	12.8	56	25.7	65	29.8	218	100.0	3.42	1.399
32.	Lack of supervision of examination hall by the provost or his deputy is responsible for examination malpractices in my college.	HOD's	01	20.0	01	20.0	00	00	02	40.0	01	20.0	05	100.0	3.20	1.643
		Exam Officers	01	16.7	02	33.3	00	00	01	16.7	02	33.3	06	100.0	3.17	1.722
		Lecturers	13	12.9	18	17.8	21	20.8	25	24.8	24	23.8	101	100.0	3.29	1.352
		Student	28	12.8	48	22.0	31	14.2	51	23.4	60	27.5	218	100.0	3.31	1.408
33	Students cheat in my college because they spent more time on parties and watching films	HOD's	01	20.0	02	40,0	00	00	01	20.0	01	20.0	05	100.0	2.08	1.643
		Exam Officers	02	33.3	02	33.3	01	16.7	00	00	01	16.7	06	100.0	2.33	1.506

	instead of studying	Lecturers	18	17.8	22	21.8	15	14.9	26	25.7	20	19.8	101	100.0	3.08	1.412
		Students	47	21.6	57	26.1	18	8.3	56	25.7	38	17.4	218	100.0	2.89	1.469
34.	Students cheat as a result of distractions of crying babies and other attitudes close to examination halls in my college.	HOD's	00	00	00	00	00	00	03	60.0	02	40.0	05	100.0	4.40	.548
		Exam Officers	00	00	03	50.0	00	00	02	33.3	01	16.7	06	100.0	3.17	1.329
		Lecturers	14	13.9	29	28.7	16	15.8	25	24.8	17	16.8	101	100.0	3.02	1.334
		Students	23	10.6	53	24.3	35	16.1	48	22.0	59	27.1	218	100.0	3.31	1.372
35.	Student cheats in my college when they are too many in the examination hall for a lecturer to supervise.	HOD's	00	00	01	20.0	00	00	01	20.0	03	60.0	05	100.0	4.20	1.304
		Exam Officers	01	16.7	03	50.0	01	16.7	01	16.7	00	00	06	100.0	2.33	1.033
		Lecturers	22	21.8	34	33.7	12	11.9	19	18.8	14	13.9	101	100.0	2.48	1.324
		Students	36	16.5	89	40.8	15	6.9	48	22.0	30	13.8	218	100.0	2.76	1.337
36	Questions asked from the course contact not covered by lecturers make students cheat in my college.	HOD's	01	20.0	02	40.0	00	00	01	20.0	01	20.0	05	100.0	2.80	1.643
		Exam Officers	01	16.7	03	50.0	01	16.7	01	16.7	00	00	06	100.0	2.48	1.324
		Lecturers	23	22.8	45	44.6	09	8.9	10	9.9	14	13.9	101	100.0	2.83	1.335
		Students	57	26.1	86	39.4	22	10.1	25	11.5	28	12.8	218	100.0	2.45	1.334
37	Student in my college cheat when they discover that head of department, examination office and lecturers are collecting bribe.	HOD's	01	20.0	01	20.0	00	00	02	40.0	01	20.0	05	100.0	3.20	1.643
		Exam Officers	01	16.7	02	33.3	01	16.7	02	33.3	00	00	06	100.0	2.67	1.211
		Lecturers	18	17.8	36	29.7	19	18.8	19	18.8	15	14.9	101	100.0	2.83	1.335
		Students	39	17.9	78	35.8	45	20.6	25	11.5	31	14.2	218	100.0	2.68	1.290
38.	Students that did not understand teaching due to poor teaching	HOD's	00	00	00	00	01	20.0	01	20.0	03	60.0	05	100.0	4.40	.894

	methods cheat in my college.	Exam Officers	02	33.3	02	33.3	00	00	01	16.7	01	16.7	06	100.0	2.50	1.643
		Lecturers	26	25.7	33	32.7	15	14.9	08	7.9	19	18.8	101	100.0	2.61	1.435
		Students	45	20.6	70	32.1	36	16.5	35	16.1	32	14.7	218	100.0	2.72	1.351
39.	Crash programme or teaching wide course contents in a short period of time causes examination malpractices in my college.	HOD's	00	00	01	20.0	00	00	02	40.0	02	40.0	05	100.0	4.00	1.225
		Exam Officers	01	16.7	03	50.0	01	16.7	00	00	01	16.7	06	100.0	2.50	1.378
		Lecturers	13	12.9	30	29.7	21	20.8	23	22.8	14	13.9	101	100.0	2.92	1.278
		Students	31	14.2	93	42.7	26	11.9	42	19.3	26	11.9	218	100.0		1.351
40.	Lack of instructional facilities in my college is responsible for examination malpractices	HOD's	00	00	01	20.0	02	40.0	01	20.0	01	20.0	05	100.0	3.40	1.140
		Exam Officers	01	16.7	03	50	00	00	02	33.3	00	00	06	100.0	2.50	1.225
		Lecturers	17	16.8	25	24.8	18	17.8	31	30.7	10	9.9	101	100.0	2.89	1.248
		Students	44	20.2	78	35.8	26	11.9	54	24.8	16	7.3	218	100.0	2.72	1.263
41.	Loaded examination time table or too many examinations per day cause examination malpractices in my college	HOD's	00	00	02	40.0	00	00	01	20.0	02	40.0	05	100.0	3.60	1.517
		Exam Officers	01	16.7	03	50.0	00	00	01	16.7	01	16.7	06	100.0	2.67	1.506
		Lecturers	14	13.9	29	28.7	25	24.8	20	19.8	13	12.9	101	100.0	2.69	1.294
		Students	60	27.5	66	30.3	33	15.1	36	16.5	21	9.6	218	100.0	2.63	1.257
42.	Most of the students caught cheating are those admitted into my college without minimum entry requirement	HOD's	02	00	01	20.0	00	00	01	20.0	03	60.0	05	100.0	4.20	1.304
		Exam Officers	01	16.7	00	00	01	16.7	03	50.0	01	16.7	06	100.0	3.50	1.378
		Lecturers	18	17.8	38	37.6	14	13.9	19	18.8	12	11.9	101	100.0	5.01	1.277
		Students	33	15.1	61	28.0	30	13.8	51	23.4	43	19.7	218	100.0	2.48	1.331

43.	Lack of counseling or absence of adviser-advisee programs in my college make students cheat.	HOD's	00	00	02	40.0	00	00	01	20.00	02	40.0	05	100.0	3.60	1.517
		Exam Officers	01	16.7	04	66.7	01	16.7	00	00	00	00	06	100.0	2.00	.632
		Lecturers	14	13.9	25	24.8	22	21.8	26	25.7	14	13.9	101	100.0	2.52	1.270
		Students	37	17.0	58	26.6	38	17.4	49	22.5	36	16.5	218	100.0	3.05	1.384
44.	Poor attitudes of lecturers such as dishonesty or absenteeism causes cheating in my college	HOD's	00	00	02	40.0	00	00	02	40.0	01	20.0	05	100.0	3.40	1.342
		Exam Officers	01	16.7	02	33.3	00	00	03	50.0	00	00	06	100.0	2.83	1.329
		Lecturers	25	24.8	32	31.7	1.9	18.8	16	15.8	09	8.9	101	100.0	2.72	1.343
		Students	39	17.9	62	28.4	27	12.4	45	20.6	45	20.6	218	100.0	2.95	1.355
45.	Bad lecturers leaked question papers to girls students before examination in exchange for sex in my college	HOD's	00	00	00	00	01	20.00	01	20.0	03	60.0	05	100.0	3.40	1.517
		Exam Officers	02	33.3	01	16.7	01	16.7	01	16.7	01	16.7	06	100.0	2.50	1.378
		Lecturers	30	29.7	27	26.7	22	21.8	10	9.9	12	11.9	101	100.0	2.88	1.283
		Students	50	22.9	58	26.6	36	16.5	30	13.8	44	20.2	218	100.0	2.74	1.414
46.	Bad lecturers allowed students to cheat in my college as to cover up their teaching weaknesses	HOD's	02	40.0	00	00	01	20.0	01	20.0	01	20.0	05	100.0	2.80	1.789
		Exam Officers	02	33.3	01	16.7	01	16.7	01	16.7	01	16.7	06	100.0	2.67	1.633
		Lecturers	25	24.8	22	21.8	21	20.8	22	21.8	11	10.8	101	100.0	2.74	1.433
		Students	42	19.3	51	23.4	40	18.3	45	20.6	40	18.3	218	100.0	2.98	1.429
47	Emphasis on certificate for employment or promotion Is the cause of cheating in my college.	HOD's	00	00	00	00	01	20.0	01	20.0	03	60.0	05	100.0	4.40	.894
		Exam Officers	00	00	02	33.3	03	50.0	01	16.7	00	00	06	100.0	2.83	.753
		Lecturers	25	24.8	29	28.7	09	8.9	23	22.8	15	14.9	101	100.0	2.48	1.331

		Students	54	24.8	55	25.2	37	17.0	37	17.0	35	16.1	218	100.0	2.95	1.397
48.	Students cheat in my college with the assistance of bad lecturers who leaked questions papers for money in my college.	HOD's	01	20.0	00	00	01	20.0	02	40.0	01	20.0	05	100.0	3.40	1.517
		Exam Officers	02	33.3	01	16.7	00	00	03	50.0	00	00	06	100.0	2.67	1.506
		Lecturers	18	17.8	22	21.8	28	27.7	20	19.8	13	12.9	101	100.0	3.08	1.254
		Students	36	16.5	56	25.7	43	19.7	35	16.1	48	22.0	218	100.0	2.82	1.451
49	Vague instruction and question asked causes examination malpractices in my college.	HOD's	01	20.0	00	00	01	20.0	02	40.0	01	20.0	05	100.0	3.40	1.517
		Exam Officers	01	16.7	01	16.7	01	16.7\	03	50.0	00	00	06	100.0	3.00	1.265
		Lecturers	14	13.9	18	17.8	30	29.7	24	23.8	15	14.9	101	100.0	2.96	1.191
		Students	27	12.4	49	22.5	50	22.9	57	26.1	34	15.6	218	100.0	3.01	1.403
50.	Poor professional leadership of head of department and examination officers causes cheating in my college.	HOD's	00	00	00	00	02	40.0	02	40.0	01	20.0	05	100.0	3.80	.837
		Exam Officers	00	00	03	50	00	00	01	16.7	02	33.3	06	100.0	3.33	1.265
		Lecturers	010	9.9	31	30.7	25	24.8	23	22.8	12	11.9	101	100.0	3.00	1.191
		Students	27	12.4	59	27.1	38	17.4	42	19.3	52	23.9	218	100.0	3.09	1.403
51.	Ignorance of examination rules and ethics is responsible for Lecturers or students involvement in examination malpractices.	HOD's	01	20.0	00	00	01	20.0	02	40.0	01	20.0	05	100.0	3.80	.837
		Exam Officers	01	16.7	03	50.0	00	00	02	33.3	00	00	06	100.0	3.33	1.506
		Lecturers	09	8.9	39	38.6	16	15.8	17	16.8	20	19.8	101	100.0	3.00	1.311
		Students	41	18.8	66	30.3	29	13.3	36	16.5	46	21.1	218	100.0	3.09	1.283
52.	Student cheats in courses that are more theoretical in nature in my college.	HOD's	00	00	01	20.0	02	40.0	00	00	02	40.0	05	100.0	3.60	1.140
		Exam Officers	02	33.3	02	33.3	01	16.7	01	16.7	00	00	06	100.0	2.50	1.225
		Lecturers	18	17.8	35	34.7	12	11.9	23	22.8	13	12.9	101	100.0	2.78	1.331

		Students	43	19.7	58	26.6	27	12.4	50	22.9	40	18.3	218	100.0	3.15	1.378
53.	Students cheat in an attempt to satisfy minimum university admission requirements.	HOD's	00	00	01	20.0	00	00	02	40.0	02	40.0	05	100.0	3.60	1.342
		Exam Officers	00	00	05	83.3	01	16.7	00	00	00	00	06	100.0	2.17	1.169
		Lecturers	09	8.9	37	36.6	13	12.9	28	27.7	14	13.9	101	100.0	3.01	1.253
		Students	60	27.5	69	31.7	31	14.2	37	17.0	21	9.6	218	100.0	2.91	1.437
54.	The fear and feeling of inferiority complex for failure makes students cheat in my college.	HOD's	01	20.0	01	20.0	00	00	01	20.0	01	20.0	05	100.0	4.00	1.225
		Exam Officers	02	33.3	01	16.7	01	16.7	02	33.3	00	00	06	100.0	2.17	.408
		Lecturers	17	16.8	26	25.7	21	20.8	24	23.8	13	12.9	101	100.0	2.90	1.300
		Students	38	17.4	89	40.8	31	14.2	29	13.3	31	14.2	218	100.0	2.94	1.423
55.	Parental influence and involvement in the education of their sons is the cause of examination malpractices in my college.	HOD's	01	20.0	02	40.0	00	00	01	20.0	01	20.0	05	100.0	3.00	1.414
		Exam Officers	01	16.7	01	16.7	02	33.3	02	33.3	00	00	06	100.0	2.50	1.378
		Lecturers	14	13.9	38	37.6	14	13.9	22	21.8	13	12.9	101	100.0	2.82	1.284
		Students	31	14.2	57	26.1	49	22.5	49	22.5	32	14.9	218	100.0	2.50	1.314
56.	Sudden changes in curriculum make student cheat during examination in my college.	HOD's	00	00	01	20.0	01	20.0	02	40.0	01	20.0	05	100.0	2.40	2.074
		Exam Officers	02	33.3	00	00	00	00	03	50.0	01	16.7	06	100.0	2.83	1.169
		Lecturers	15	14.9	27	26.7	28	27.7	24	23.8	07	6.9	101	100.0	2.81	1.164
		Students	39	17.9	65	29.8	29	13.3	41	18.8	44	20.2	218	100.0	2.66	1.304
57.	Blind competition for higher grade among students in my college causes examination malpractices.	HOD's	00	00	02	40.0	00	00	02	40.0	01	20.0	05	100.0	3.10	1.140
		Exam Officers	00	00	04	66.7	01	16.7	01	16.7	00	00	06	100.0	3.17	1.722
		Lecturers	19	18.8	28	27.7	20	19.8	27	26.7	07	6.9	101	100.0	2.75	1.236

		Students	46	21.1	71	32.6	31	14.2	44	20.2	24	11.0	218	100.0	2.97	1.284

Item 20 of the table 4.9 seek opinions of respondent on the believe of the students that every one cheat in colleges of education. The response shows that 60 percent head of department, 50 percent examination officers and 48.5 of lecturers agreed with the opinion. While 49.6 percent disagreed with the opinion that students believe others cheat that is the reason why they also cheat. The high percentage of the respondents that agreed with the opinion that students cheat because of their belief others also do it is an indication that colleges needs sensitization programmes to enlighten the students that they have talent to cope up with examination challenges without cheating. The teachers that are very close to students have vital role to play in teaching them well as motivating students to work hard in order to earn legitimate score. Item 21 solicited opinions of the respondents whether students in colleges of education cheat because they do not prepare well. All the respondents agreed with the opinion with the exception of examination officers that score 50 percent disagree with the opinion; the responses agreed indicate 60 percent head of departments, 53.4 lecturers and 58.3 percent student. The majority opinions show that if students did not prepare well have limited option than to cheat, because no student is prepared to record failure in his examination. Thus, effective teaching in colleges of education is necessary to ensure good memorization and malpractice free examination. It is a great challenge to lecturers to minimize laziness, lack of attention and interest in the course by the students.

In response to item 22 that sought for the opinions of respondents whether student cheats in colleges of education in order to please their parents or sponsors. There is consensus among the

entire respondent that parents always have high expectation on their sons/daughters and in attempt to please them, students indulge into examination malpractices. The responses in the table indicated 60 percent head of departments, 66.6 percent examination officers, 64.3 percent lecturers and 51.3 percent students agreed with the opinion. The unanimous agreement of the respondents clearly shows the level of parental influence more especially unrealistic expectations on their wards education, irrespective of their abilities and other inhibiting factors in the colleges. Therefore, continuous sensitization and mass education of parents should be intensified by colleges through workshops and mass media, if parental attribute to examination malpractice be eradicated.

Item 23 seek for the opinion of respondents whether the fear of failure is the cause of examination malpractice in colleges of education in the North West Geo Political Zone, Nigeria. The respondent's opinion shows that the fear of failure by students is a cause for their cheating during examination. The respondents with high percentage agree to this opinion. The response indicated 80 percent head of department, 66.6 percent examination officers 73.2 percent lecturers and 60.0 percent students all agree to the opinion.

The fear for failure are assumed to be cause by wrong choice of career, lack of self confidence to face examination on their own without being help to pass, and to a large extent the condition under which examination are conducted in the colleges. (Adaboye (1998) Imogie (1993) Therefore, the management of the colleges has a vital role to play in creating conducive environment for studies and examination. Item 24 sought the opinions of respondents on whether the students that do not attend class regularly are the ones indulge in examination malpractice. There is inconsistency in the responses of the respondents to this item. While high score of 66.6 examination officers and 45.4 percent students agree with the opinion. The lecturers represented by 44.6 percent disagree with the opinion, and 40 percent each for agreed and disagreed was recorded for head of department. The assumption for this responses and disagreement by lecturers attributed to laxity in taking regular attendance to ascertained and qualify a student to write examination by 75

percent attendance. Hence, these category of students, lack ability to cope up with the academic work and examinations challenges in the colleges. Therefore, lecturers are expected to be punctual and encourage students to be punctual too by taking attendance regularly and punishing defaulting students according to the law, such as withdrawal of privilege to write examination (FCE Zaria 2002).

Item 25 of the questionnaire solicited for the opinion that students cheat because their teachers have not taught them adequately. The responses show that 100 percent of head of department, 66.6 percent of examination officers and 51.4 percent of student disagree with the opinion. Only 73.2 percentages of lecturers agreed with the opinion. The disagreement was more from the side of the head of department, may be due to his position as head of academic activities in his department who is in a better position to know the status of the lecturers in his department and depend their integrity in line with principle of E-spirit de corps. The high percentage of lecturers agree with the opinion indicate the tendency for students to cheat as a result of inadequate teaching, due to lack of qualified teachers for subjects for which students must be evaluated, unregulated entry into the teaching profession and qualified teachers that are not committed to their job. Therefore, management of the colleges should provide good conditions under which teachers work and trained those without teaching qualification. Item 26 of the questionnaire seek the opinion of responded whether overcrowded examination hall is a cause of cheating in colleges. The responses indicated, 66.7 percent of examination officers 54.5 percent lecturers and 54.6 percent of students agree with the opinion. While only head of departments represented by 80 percent disagree with the opinion. The three sets of group of examination officers' lecturers and students agree with the opinions shows that there is problem of overcrowded examination halls and is responsible for some students involvement in examination malpractices. The situations of overcrowded examination hall make it very difficult for the lecturers to effectively control students and prevent cheating. The problem is more when the overcrowded halls are with inadequate lecturers for invigilation. This sort of situation provides conducive environment for the examination

malpractioners in colleges of education. It also attracts some students without prior intention of cheating to cheat.

Item 27 solicited the opinions of respondents whether lack of clearly stated examination rules is responsible for students' involvement in examination malpractice. The responses show that the majority of the respondents disagreed with the opinion as clearly represented by 80 percent of lecturers and 51.8 percent students. The respondents disagreed, may be because most colleges published examination rules and ethics in various college handbook/pamphlets (FCE Zaria 2012). Furthermore, the tradition of reminding students to shun away from all sort of examination malpractices before the commencement of exams in most colleges is an additional strategy used to enlighten them on the implication and consequences of examination malpractices. However, 66.6 percent of examination officers agreed with the opinion which does not change the position as ignorance is not an excuse. But, it is imperative to make copies of examination rules available to teachers and students at regular intervals as a reminder, these laws should be clear and free of ambiguity. There was consensus of opinion among the respondents on item 28 that stated non implementation of examination rules is responsible for the involvement of students in examination malpractices. The respondents disagreed with the opinion as represented by 80 percent head of department, 83.3 percent examination officers, 46.6 percent lecturers and 42.7 percent. The implementation or enforcement of examination malpractices law through coercive approach does not always control examination malpractices. Hence, the response indicated that the best solution to examination malpractices is from the preventive approach rather than waiting for the crime to happen before enforcing or implementing examination laws as agreed with the view of Nwamaradi (1999) according to the respondents opinion is. Thus, non implementation of examination rules not a cause of examination malpractices in colleges of education in North –West Geo-Political Zone Nigeria as shown by the responses.

In responses to item 29 that solicited for the opinion of respondents whether students create confusion in examination halls in order to cheat when scripts were brought into the examination halls late. All the respondents disagree with the opinion as indicated by 100 percent head of departments, 50 percent examination officers, 41.6 percent lecturers and 48.2 percent of the students. The responses shows that bringing question paper late is not the cause of the confusion and cheating during examination, once monitoring devices for detecting and ensuring compliance with examination malpractices rules are put in place. However, if questions were brought late then the students should be assured that time allocated for the paper will be observed. Item 30 seek opinions of the respondents whether non vigilant by lecturers during invigilation make students cheat, as his attention is not focused on them. The response indicated 66.7 percent examination officers, 54.5 lecturers and 54.6 percent students agreed with the opinion while only head of department as represented by 100 percent disagreed with the opinion. The first three groups of respondents that agree to the fact that students cheat when they discover that the lecturers attention was either on the book he is reading or another event. This is a true fact that effective teaching and exam supervision are necessary for malpractice free examination. Therefore, the management and head of department must ensure that lecturers are acquainted with invigilation procedures and adhered to it.

Item 31 seek to verify whether lack of supervision of examination hall by the head of department is responsible for cheating during examination. The responses show that 60 percent of the head of department, 50 percent examination officers, 52.5 percent of lecturers and 55.5 percent students disagree with the opinion. The consensus in opinion was that lack of supervision by head of department will not cause any examination malpractices. Therefore, if adequate numbers of lecturers were assigned to examination rooms, staff and students are acquainted with rules governing the conduct of examination in colleges, students prepare very well and lecturers handled their venues, effectively, exam booklets and question papers prepared with high level of dedication, then lack of supervision will not cause cheating during examination. However, it is a good practice

for head of department to visit examination halls to observe problems and empower the lecturers to carry out invigilation with high level of responsibility and at the same time signal to the student that exam malpractice have no place in the college. Item 32 in the questionnaire similarly seek for the opinion of respondents, whether lack of supervision by the provost or his deputy is responsible for examination malpractice. A similar response to that of item 31 was collated unanimously disagrees with the opinion; with 60 percent examination officers, 48.6 percent lecturers and 51.1 percent. It is a true position of the respondents as discussed in item 31, but, inspection of venues by high ranking management staff not only boost the morale of both the lecturers and students but instill fear on those who intend to do wrong things such as cheating during examination.

In response to item 33 of the questionnaire which sought opinion of respondents whether students cheat because they have limited time to study due to watching of films and attending to parties. The response shows that 60 percent head of department 66.6 percent examination officers and 47.7 percent students agree with the opinion, while 45.5 percent lecturers disagree with the opinion. The high percentage of agree by both head of department and examination officer is an indication that engagement of students to parties and watching of both local and foreign films consume a lot of students study time. Student also become hardened as a result of such interactions, to the extent that the threat of warning, rustication expulsion as contained in students hand book does not deter them from indulging into examination malpractices. This is indeed a disturbing phenomenon that requires multidimensional approach to liberate students from parties and film watching during semester period. That is why cases of examination malpractices re-occur every year despite the execution of severe penalty. Item 34 seek opinions of responded whether students cheat as a result of distractions of crying babies and other activities close to examination halls. The response show 100 percent of head of departments, 50 percent examination officers and 49.1 percent students disagreed with the opinion. Lecturers agreed that distractions can create conducive environment for cheating. But the three groups, head of department, examination officers and students disagreed with the opinion, is an indication that the condition under which

examinations are conducted may be adequately managed by making laws preventing hawking, social or anti social activities close to the class, including the ban of bringing babies to class.

Item 35 collate opinions of respondents that student cheat when they are too many in the exam room for lecturers to supervise the response shows that 80 percent of head of department disagreed with the opinion. While 66.7 percent examination officers, 55.5 lecturers and 57.3 percent of students agreed with the opinion. Their opinion that agrees with the statement was probably in line with the fact that when student lecturer ratio is very high in the examination hall, there may not be effective invigilation and high probability of students cheating due to the abnormal situation. Item 36 of the questionnaire sough opinion of respondents that questions asked from the course contents not covered or taught by lecturers makes students cheat during examination. There is consensus among the respondents that agreed with the statement with high percentage as indicated by 60 percent head of department, 66.7 percent examination officers, 67.4 percent lecturers and 65.5 percent students. The results shows that students were left with limited option than cheating in the situation confronted with questions outside the area of coverage in teaching-learning process. Thus, lecturers would be expected to attend lectures punctually and prepare students very well for commencement of examination lecturers as the ones responsible for setting questions, invigilating and marking of the examination scripts would be expected to give and grade all assessment objectively. The objectivity of lecturers as n examiner, prevent temptation to cheat.

Item 37 of the questionnaire seek opinion of the respondents whether students cheat when they discover that, head of departments, examination officer or lecturers collect bribe to aid examination malpractice. The response shows 60 percent head of department disagreed to the opinion, while 50 percent examination officers, 47.5 percent lecturers and 53.7 percent students unanimously agreed with the opinion. This result indicated that payment of money to a lecturer, head of department and examination officers for favors before, during or after the examination

make other students cheat. Hence fraudulent students believe that money can do everything for them, instead of spending time and energy studying or reading to pass an examination.

Therefore, the management of college of education and government would be expected to alleviate poverty among lecturers and at the same time provide and apply sanctions or punishment according to the law to deal with cases of corrupt practices in colleges of education.

In response to item 38 that seeks opinion of respondents whether students cheat because they did not understand the teaching due to poor teaching methods. The responses show that only head of department disagreed with the opinion represented with 80 percents while 66.6 percent examination officers, 58.4 percent lecturers and 52.7 percent students agreed with the opinion. It is then true that students cannot produce what they don't have. Teachers that are not professionally trained lack the basic method of teaching and in certain situation lack mastery of subject contents. Thus, students, taught by such lecturers become panic when it is exam time and start to explore the best means to pass their examination. The result indicated by the high percentage response of examination officers, lecturers and students. The item 39 sought opinion of respondent whether crash program or teaching wide course content is a short period of time causes examination malpractices. The responses indicated also only head of department disagreed with the opinion as represented by 80 percent. The responses of examination officers 66.7 percent, lecturers 42.6 percent, and that of students 56.9 percent agreed with the opinion. It is a clear fact that when colleges are close due to strike, semester and course work are condensed and crash programme resulted.

Item 40 seeks to verify whether lack of instructional facilities is responsible for examination malpractice. The head of departments disagreed with 40 percent while 66.7 percent examination officers, 41.6 lecturers and 56 percent students agreed with the opinion. The response shows that lack of instructional facilities which is also responsible for ineffective teaching and learning is one out of the reasons why students cheat in colleges of education. Though instructional facilities are

relevant to effective teaching- learning, lack of it should not be the basis for cheating. Therefore, mentoring of new lecturers by experience lecturers help to improve the system through improvisation. It is the duty of lecturers to ensure that students have adequate experience so that they can understand what he wants them to learn. Government should come to the aid of colleges in providing other facilities like laboratories, workshop, Item 41 solicit opinions of the responded whether loaded examination time table or too many examinations per day is responsible for examination malpractice. The response shows that 60 percent head of departments disagreed with the opinion while 66.7 percent examination officers 42.6 percent lecturers and 57.8 percent students agreed with the opinion. The fact is that our nature of assessment is not favorable for students to write many papers a day. The weaknesses of our assessment are that it is directed mostly to the thought aspects of learning. That is emphases were more on knowledge, understanding and other thinking skills acquired in various subjects of the curriculum. Since students are aware that academic decisions are made on the cognitive performance of the various subjects loaded per day, then the weak students have no option than to cheat as rightly expressed by the opinions of the three groups of respondents.

In response to item 42 that sought opinions whether most students caught cheating are those admitted without minimum entry requirements. The responses shows that 80 percent head of departments and 66.7 percent examination officers disagreed with the opinion. A percentage of 55.4 lecturers agreed with the opinion while equal percentage of 43.1 was recorded for agreed and disagreed by the students. The high percent disagree responses by head of department and examination officers indicated that it is true that most of the students with minimum entry requirement also cheat. For, there are instances that many good students have been denied admission by the corrupt ones who through examination malpractices in secondary school have better scores and grade. (Mamman, 1998, Haliru, 2013, Wilayat 2009). As these students with fake results are not the best brain, hence cannot cope up with the challenges of writing many

examinations in the same day. Thus, resort to examination malpractice to cover up their weaknesses.

Item 43 of the questionnaire, seek opinion of the respondents whether lack of counseling or absence of adviser –advisee programme make students cheat. In response to the item 60 percent of the head of department and 39.6 percent lecturers disagreed with the opinion. While 83.4 percent lecturers and 43.6 percent students agreed with the opinion. Though learning and counseling relationship is very important in academic pursuit, but lack of it does not warrant students indulging into examination malpractice, as shown by the percentage disagreed response of head of department and lecturers. Management should put in place counseling units in their colleges, so that students received constructive comments and encouragement on mutual trust respect and a willingness to learn and pass examination without cheating.

Item 44 seek opinions of respondents whether poor attitude of lecturers such as dishonesty or sexual harassment cause cheating. The response shows that 60 percent head of department and 50 percent examination officers disagree with the opinion. While the other 50 percent examination officers, 56.5 percent lecturers and 46.3 percent students agreed with the opinion. The agreement of lecturers, half population examination officers and students show that negative attitudes of lecturers create a conducive environment for cheating. Lecturers who take undue advantage of student more especially females lack the integrity to control examination malpractice because he will be bias in assisting his female friend (students) in the presence of other students. Other poor teachers' attitudes such as threatening to fail students and dishonesty in scoring student as a result of quest for material wealth among many other poor attitudes are responsible for cheating as indicated by the responses. Therefore, lecturers would be expected to relate well with students, more especially on examination issues.

Bad lecturers leaked question papers to girls students in exchange for sex is the item 45 of the questionnaire. The respondent's opinions indicated 80 percent of head of departments

disagreed with the opinion while 50 percent examination officers, 56.4 lecturers and 49.5 percent students agreed with the opinion. The response shows that there are some teachers that lack moral training and do not provide it to students. Hence, they are found sexually harassing innocent girls' students through threat of failing them or taken undue advantage of the very week girls' students. Such convicted lecturers should be jailed, dismissed, or have their appointment terminated and license to teach withdrawn, in order to rescue the status of teaching profession. The item 46 of the questionnaire solicited for the opinion of respondents that bad lecturers allowed students to cheat so as to cover up their weaknesses in teaching. There is consensus agreement to the opinion even though with an average percentage. The response shows 40% head of department, 50 percent examination officers, 46.6 percent lecturers and 42.7 percent students agreed with the opinions. The response shows that lack of devotion to the teaching profession, or lecturers not properly trained or lack capacity building is responsible for inability of lecturers to accomplished teaching goals. To cover up such deficiencies these teachers either get involved in mass cheating, coded language malpractice or sign language malpractice.

Item 47 of the questionnaire seek opinion of the respondents whether the importance attached to certificate for employment by the society is the cause of examination malpractice. There was no consensus to the opinion as 80 percent of the head of department disagree to the opinion, 33.3 percent examination officers, 53.5 percent lecturers and 50 percent student agreed to the response. The high percentage agreed responses attest to earlier studies that society or government exaggerated emphasis on paper qualification is responsible for many students struggle to acquire certificates ethically or unethically. (Mamman, 1998; Haliru, 2013; WAEC, 2012;, Wilayat, (2009) Godswill (2009). Since, the honor and prestige of students are attached to acquisition of certificate; the weak students have no option than to acquire it even by examination malpractice. Item 48 solicited for the opinion of respondents whether leakage of question papers for money by bad lecturers is a cause of examination malpractices. The respondents' opinion shows that 60 percent of head of department and 50 percent examination officers disagreed with the opinion,

while the other 50 percent of examination officers, 39.6 percent of lecturers and 42.2 percent of the students agreed with the opinion. The respondents agreed with the view that some bad lecturers collect money or gift from students in some colleges of education prior to examination date. After collection the lecturers let students have access to question papers before the examination. Leakage is highly unethical behavior and very difficult to track, since it is collaborative effort by the two parties the students and the bad lecturers.

Vague instructions and question asked cause examination malpractices is an item statement 49. The opinion of respondents indicated that 60 percent head of departments, 50 percent examination officers, 38.7 percent lecturers and 41.7 percent student all disagreed with the opinion. Though lecturers irrespective of their qualifications are responsible for setting questions, invigilating and marking of examination objectively, the unanimous disagreement was due to the fact that before administration of examination, the question papers undergoes series of screening and finally moderation by highly experience academics. Hence all vague statements or instruction would be corrected through these rigorous screening exercises. Therefore, reliability and validity of questions are not in doubt at this level. Item 50 of the questionnaire seek clarification whether poor professional leadership of head of department and examination officers causes examination malpractice. The responses shows that 60 percent head of department, 50 percent examination officers, and 43.2 percent students disagreed with the opinion while other 50 percent examination officers and 40.6 percent lecturers agreed with the statement. Although there was no consensus among the respondents opinion, but it is important to note that professional leadership is very important at all stages of question paper development, marking scheme, marking/scoring, moderation and release of result to students. Thus, what the head of department or examination officers does will to a large extent influence the attitudes of lecturer and students towards examination. If they are strict towards examination malpractice, virtually everybody in the department will sit up. If they are laxed, their laxity will infect those under them just like epidemics or contagious diseases.

Item 51 of the questionnaire solicited for the opinion of respondents that ignorance of examination rules and ethics is responsible for teachers or students involvement in examination malpractice. The response shows that 60 percent of the head of departments did not agree with the opinion may be because the colleges provide examination rules and ethics to both students and lecturers. Inability to read and comply with the provision of the law is not an excuse for their involvement in examination malpractices; it must be a deliberate thing. In a contrary 66.7 percent examination officers, 47.5 percent lecturers and 49.1 percent students responses in agreement with the opinion. This imply that ignorance may not necessarily be inability to read the provision of the law, but one can read without understanding the contents and get himself involved in the crime. Therefore, provision of the examination documents and orientations for both teachers and students helps in this direction. Item 52 of the questionnaire try to verify whether students cheat in courses that are more theoretical in nature. The responses indicated that 40 percent of the head of department disagreed with the opinion. While 66.6 percent examination officers, 52.2 percent lecturers 46.3 percent students agreed with the opinion. The responses though collected from different schools in colleges of education in North-West Geo political Zone, Nigeria, there is consensus among lecturers, examination officers and students that cheating is more in theoretical questions than in sciences, vocational and technical courses, because it deals with more of cognitive exercise, that are not easily memorize by students. But scientific, mathematical, technical and vocational course are not voluminous in contents and deals with skills concepts and theories that can be accommodated by an average student. Hence, the need for cheating does not arise as indicated by the respondents' opinion. However, theoretical course can be broken into manageable concepts class activities and stated in very simple statements to minimize concentration on cognitive activities.

In response to item 53, of the questionnaire that seeks opinions of the respondents that student cheats in order to satisfy minimum university admission requirement. The response shows that 80 percent of the head of department disagreed with the opinion, while 83.3 percent

examination officers, 46.5 percent lecturers, 59.2 percent students agreed with the opinion. The agreement by three categories of respondent to this opinion is likely in line with the ambition of most students nowadays for higher certificate and greener pasture in the nearest future. Hence, the emphasis on minimum requirement especially that of English language and mathematics has created a situation that makes elimination of examination malpractices a very difficult if not impossible task. However, the head of department disagreement with a high percentage may not be ignored as entry requirement to the university is not the basis for cheating but simply the problem of moral decadence in our society. It may be recalled that in the 70s and 60s there was no serious cases of examination malpractices and the students that time also have similar zeal for higher education.

The fear and feeling of imperiority complex for failure makes students to cheat is an item statement 54. The opinions indicated that there is consensus among all the respondents that agreed with the statement, as represented by 60 percent head of department, 50 percent examination officers, 42.5 lecturers and 58.2 percent students. The fear and feeling of inferiority complex for failure is a psychological tumor created these days as a result of unrealistic expectation by parents' relatives, and society on students. Hence, students were expected to perform brilliantly in schools any short of that presents you as a failure, and your honors as well as prestige are at stake. Hence, students employed legitimate means through hard work to succeed or crooked means through examination malpractice to achieve their aim.

Item 55 of the questionnaire solicited for the opinions of respondent whether parental influence and involvement on their children education is the cause of examination malpractice in colleges of education in the North –West Geo political zone, Nigeria. The response shows that there is consensus opinion among the respondents, 60 percent of head of department, 33.4 percent examination officers, 51.5 percent lecturers and 40.3 percent students agreed with the opinion. The high expectation of some parents on their children to perform brilliantly discussed in item 54 is responsible for high percentage examination malpractices some parents insist their sons to offer a

particular course not taking cognizance of their potentials, facilities available and other inhibiting factors to learning in schools. In order to avoid disappointing their parents, students indulge into cheating. In some other instances parents were reported bribing teachers or whoever is connected with examination they believe can assist. Some parents provide their ward with money to hire the services of impersonators.

It is interesting to note that parents influence students' education in a positive ways, and the negative as discussed above. Therefore, positive efforts of parent should be encourage such as financial support for extra lesson, provision of relevant learning materials, inculcate study culture to help in reducing examination malpractice.

In response to item 56 that seeks opinion of the respondents whether sudden change in curriculum is responsible for student cheating during examination. The response shows that 60 percent head of department and 66.7 examination officers disagreed with the opinion. While 41.6 percent lecturers and 47.7 percent students agreed with the statement. It is true that students who received balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts will be successful in standardized assessment and other indicators of students' success. But it is not true that frequent and sudden changes in curriculum will lead to a balanced curriculum. Hence the response of lecturers and students who are directly involved with the curriculum that sudden change could distort the smooth conduct of examination and some students engage in examination malpractices. However, the situation can be improved if teachers understood and adapt to the curriculum change. His teaching should also include differentiating instruction to meet individual students' needs and providing active learning opportunities for students to recognize, accept and internalize learning. Item 57 of the questionnaires solicit for the opinion of respondents whether competition for higher grade among students is a cause of examination malpractice NCE level. The response shows 60 percent head of department disagreed with the opinion. While 66.7 percent examination officers, 46.5 percent lecturers, and 53.7 percent students

agreed with the opinion. The agreement with the opinion could be link to the perception of most societies in Nigeria that once you enter college, you must graduate with a good certificate or higher grade results. Therefore, the rush for higher grade makes many students cheat in order not to incur the wrath of parents, peer group and the society.

4.3.3 Data Obtained on the effects of examination malpractices in colleges of education in North West Geo Political zone, Nigeria

Item 58 – 72 of the questionnaire are presented in this section. The items attempt to get opinions of respondents on the effects of examination malpractice on students, on teachers, on individual college on the educational system itself and the Nation. Specifically, the items intend to find out whether examination malpractices is an embarrassment to the college; the certificate issued lack credibility, resources are wasted, discourages good candidates from studying; half baked students are produced and the time and other resources of innocent students are wasted.

Furthermore, other items in the section attempt to find out whether students caught cheating intimidate lecturers, very little learning and teaching took place, that examination malpractices affects students, performance, decreases job efficiency and serve as hindrance to sustainable development. Examination malpractices also lead to social inequality among students' produces students with bad character, led to professional errors, and finally led to fraudulent labor force. Table 4.10 provides details of the responses.

Table 4.10: Data Obtained on the Effects of Examination Malpractice in Colleges of Education in North West Geo Political Zone Nigeria

S/N	Item Statement	Category of Respondent	Opinion of Respondent										Total		Mean	SD
			SA		AG		UN		DA		SD					
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
58	Increasing rate of examination malpractices by students is an embarrassment to my college	HODs	00	00	01	20.0	00	00	02	40	02	40	05	100.0	4.00	1.225
		Exam Officers	02	33.3	01	16.7	02	33.3	01	16.7	00	00	06	100.0	2.33	1.211
		Lecturers	21	20.8	43	42.6	13	12.9	17	16.8	07	6.9	101	100.0	2.57	1.352
		Students	65	29.8	53	24.3	28	12.8	34	15.6	38	17.4	218	100.0	2.65	1.333
59	The certificate issued by my college lost credibility due to rampant examination malpractices.	HODS	00	00	02	40.0	01	20.0	00	00	02	40.0	05	100	3.20	1.517
		Exam Officers	01	16.7	01	16.7	01	16.7	02	33.3	01	16.7	06	100.0	3.17	1.472
		Lecturers	26	25.7	31	30.7	17	16.8	14	13.9	13	12.9	101	100.0	2.87	1.214
		Students	45	20.6	57	26.1	27	12.4	44	20.2	45	20.6	2.8	100.0	2.67	1.479
60	My college waste resources through leaked papers.	HODs	00	00	02	40.0	00	00	03	60.0	00	00	05	100.0	3.20	1.095
		Exam Officers	00	00	02	33.3	00	00	03	50.0	01	16.7	06	100.0	3.50	1.225
		Lecturers	15	14.9	28	27.7	21	20.8	29	28.7	08	7.9	101	100.0	2.86	1.233
		Students	42	19.3	64	29.4	24	11.0	40	18.3	48	22.0	218	100.0	2.94	1.456
61	Examination malpractices discourage good students from studying in my college.	HODs	00	00	03	60.0	02	40.0	00	00	00	00	05	100	2.40	.548
		Exam officers	01	16.7	02	33.3	01	16.7	00	00	02	33.3	06	100.0	3.00	1.673
		Lecturers	21	20.8	43	42.6	10	9.9	20	19.8	07	6.9	101	100.0	2.57	1.252

		Students	65	29.8	61	28.0	23	10.6	37	17.0	32	14.7	218	100.0	2.94	1.461
62	The time and other resources of innocent students are wasted as a result of cancelation of leaked papers in my college.	HODs	00	00	03	60.0	01	20.0	00	00	01	20.0	05	100.0	2.80	1.304
		Exam Officers	02	33.3	01	16.7	01	16.7	07	16.7	01	16.7	06	100.0	2.67	1.633
		Lecturers	19	18.8	41	40.6	16	15.8	14	13.9	11	16.9	101	100.0	2.75	1.330
		Students	57	26.1	57	26.1	29	13.3	39	17.9	36	16.5	218	100.0	2.59	1.438
63	Expelled students caught cheating from my college become trouble makers in the society.	HOD's	00	00	00	00	02	40.0	00	00	03	60.0	05	100.0	4.20	1.095
		Exam Officers	01	16.7	02	33.3	01	16.7	02	33.3	00	00	06	100.0	2.67	1.211
		Lecturers	20	19.8	34	33.7	08	7.9	29	28.7	10	9.9	101	100.0	2.75	1.337
		Students	53	24.3	69	31.7	25	11.5	39	17.9	32	14.7	218	100.0	2.78	1.442
64	NCE students graduated through examination malpractices from my college are produced as half baked	HOD's	00	00	02	40.0	01	20.0	02	20.0	00	00	05	100.0	3.00	1.000
		Exam Officers	04	66.7	00	00	00	00	02	33.3	00	00	06	100.0	2.00	1.548
		Lecturers	18	17.8	35	34.7	18	17.8	14	13.9	16	15.8	101	100.0	2.69	1.391
		Students	43	19.7	69	31.7	36	16.5	39	17.9	31	14.2	218	100.0	2.67	1.398
65	Students caught cheating in my college threatens and intimidate lecturers for doing their job.	HOD's	00	00	01	20	01	20.0	01	20.0	02	40.0	05	100.0	3.80	1.304
		Exam Officers	00	00	01	16.7	01	16.7	03	50.0	01	16.7	06	100.0	3.67	1.033
		Lecturers	21	2.8	37	20.8	12	11.9	14	13.9	17	16.8	101	100.0	2.75	1.284
		Students	30	13.8	67	30.7	36	16.5	49	22.5	36	16.5	218	100.0	2.75	1.342

66	Very little learning and teaching took place in my college due to students involvement in examination malpractice	HOD's	01	20.0	01	20.0	00	00	02	40.0	01	20.0	05	100.0	3.20	1.643
		Exam Officers	01	16.7	02	33.3	01	16.7	00	00	02	33.3	06	100.0	3.00	1.673
		Lecturers	19	18.8	30	29.7	20	19.8	21	20.8	11	10.9	101	100.0	2.76	1.348
		Students	34	15.6	61	28.0	40	18.3	47	21.6	36	16.5	218	100.0	2.97	1.323
67	Examination malpractice affects performance of my college students in teaching practices.	HOD's	00	00	02	40.0	01	20.0	01	20.0	01	20.0	05	100.0	3.20	1.304
		Exam Officers	02	33.3	02	33.3	01	16.7	01	16.7	00	00	06	100.0	2.17	1.169
		Lecturers	16	15.8	28	27.7	18	17.8	22	21.8	17	16.8	101	100.0	2.30	1.346
		Students	43	19.7	66	30.3	31	14.2	43	19.7	35	16.1	218	100.0	2.95	1.336
68.	Examination malpractice lead to social inequality in my college as cheaters got underserved scores	HOD's	01	20.0	01	20.0	01	20.0	00	00	02	40.0	05	100.0	3.20	1.789
		Exam Officers	02	33.3	04	66.7	00	00	00	00	00	00	06	100.0	1.67	.516
		Lecturers	33	32.7	40	39.6	05	5.0	11	10.9	12	11.9	101	100.0	2.48	1.390
		Students	47	21.6	84	38.5	23	10.6	38	17.4	26	11.9	218	100.0	2.82	1.381
69.	Examination malpractice by students decreases job efficiency and a hindrance to sustainable future development.	HOD's	01	20.0	02	40.0	01	20.0	01	20.0	0	00	05	100.0	2.40	1.140
		Exam Officers	02	33.3	01	16.7	01	16.7	00	00	02	33.3	06	100.0	2.83	1.835
		Lecturers	29	28.7	34	33.7	15	14.9	07	6.9	16	15.8	101	100.0	2.39	1.273
		Students	61	28.0	71	32.6	24	11.0	33	151	29	13.3	218	100.0	2.60	1.321
70	Examination malpractice produces students with bad character such as corrupt and secret cult members in	HOD's	01	20.0	02	40.0	00	00	00	00	02	40.0	05	100.0	3.00	1.871
		Exam Officers	03	60.0	00	00	01	16.7	02	33.3	00	00	06	100.0	2.33	1.506
		Lecturers	30	29.7	33	32.7	15	14.9	15	14.9	08	7.9	101	100.0	2.30	1.390

	my college.	Student	60	27.5	83	38.1	25	11.5	28	12.8	20	9.2	218	100.0	2.53	1.385
71	Students that cheat in my college commit professional errors more especially in my college.	HOD's	00	00	00	00	01	20.0	02	40.0	02	40.0	05	100.0	4.20	.837
		Exam Officers	02	33.3	01	16.7	02	33.3	01	16.7	00	00	06	100.10	2.50	1.517
		Lecturers	37	36.6	33	32.7	08	7.9	10	9.9	13	12.9	101	100.0	8.49	1.419
		Students	52	23.9	75	34.4	33	15.1	28	12.8	28	12.8	218	100.0	2.35	1.284
72	An examination malpractice leads to fraudulent labor force after graduation.	HOD's	00	00	01	20.0	02	40.0	01	20.0	01	20.0	05	100.0	3.40	1.140
		Exam Officers	01	16.7	02	33.3	00	00	02	33.3	01	16.7	06	100.0	3.00	1.549
		Lecturers	32	31.7	28	27.7	17	16.8	08	7.9	16	15.8	101	100.0	2.32	1.256
		Students	63	28.9	71	32.6	27	12.4	29	13.3	28	12.8	218	100.0	2.54	1.348

Increasingly rate of examination malpractices by students is an embarrassment to the college of education in the North-West Geo Political Zone, Nigeria is an item statement 58. Table 4.10 shows that 80 percent of the head of department disagreed with the opinion, while 50 percent examination officers, 63.4 percent lecturers and 54.1 percent students, unanimously agreed with the opinion. The disagreement with high percent of the head of department has to do with the traditional leadership role of head to always portray good image of his unit or organization. On a contrary the high percentage response of the other three groups of respondents shows that examination malpractices embarrass the individual students, embarrass the teachers, the leaders of the college and the system as a whole. The practice have lowered the credibility of the certificates awarded by the college and consequently make employers of labour looked at the certificate with suspicion and denied the owner's offer. This violation of trust as a result of cheating often will causes emotional distress to the teacher, head of department and examination officer. Thus in a long run have an effect on the college's reputation, one of the most important asset of any school. Hence, to avoid bringing shame to the college, the nation effort should be intensified to inculcate best practice through developing thinking and problem solving skills through integration and active learning.

Item 59 in the questionnaire sought to find out whether the certificate issued to students lost credibility due to examination malpractices. The opinions of 56.6 percent lecturers, students

46.7 percent and 40 percent head of departments show agreement as indicated in the table 4.10, while 40 percent of other head of department and 50 percent examination officers disagreed with the opinion. The response in agreement with the opinion consisting of three groups attest the fact that examination malpractices is destroying the system and eroding the credibility of the certificate obtained. In addition a college plagued by examination malpractices may become less attractive to potential students and especially prospective employers in the public or private sector. In response to item 60 that sought opinion of respondent whether colleges waste resources through leaked papers. The response indicated agreement by 60 percent head of departments and 50 percent examination officers as well as disagreement of 42.6 percent lecturers and 48.7 percent students. Though there was equal proportion between those that agree and those that disagree. But, the truth is that resources such as time of the lecturers setting question, coordination of typing, printing of the question papers consume time of computer operators, head of department and examination officers. Also the materials used in printing the leaked papers become a waste and additional money must be voted for the new examination. These resources are scarce, though not quantifiable in terms of money at this level but the example of large amount of money that stood at 21 billion naira lost by parent and government to results cancellation by examination bodies in 2006 in Nigeria (Daily sun Tuesday October, 23, 2007) is quite alarming and disturbing. All or most part of this money came from the parents of the students. Hence, disciplinary measures, dedicated work ethics and lifelong learning opportunities should be provided to rescue these scarce resources needed for educational expansion by the colleges.

Examination malpractices discourages good students from studying is the item statement 61 of the questionnaire. There is unanimous agreement among all the respondents indicated by 60 percent head of department, 50 percent examination officers, 63.4 lecturers and 57.8 percent students. The response clearly shows that when honest students see cheaters escape detection or punishment, it discourages their morale, as they see the rewards for their work cheapened. Gradually such good students lose confidence on the examination system and become tempted to

believe the common saying if you cannot beat them, join them. This behavior is dangerous for the colleges as more students tend to join examination malpractice including the best brains that could help the nation in meaningful research and development. Therefore, attention should be focused on these effects, to set examination malpractices detecting machineries and student or teachers caught should be punished according to the law. Item 62 seek opinion of respondents whether time and other resources of innocent students are wasted as a result of cancellation of leaked paper. The response shows that all respondent agree with the opinion with 60 percent head of departments 50 percent examination officers, 59.4 lecturers and 52.2 students. The opinion in a similar way to item 60 shows that a substantial time of innocent students and energy was wasted, for they spend their time judiciously to prepare for the examination. Whenever an examination was cancelled he has to prepare more again to face the examination and some time students are levied to take care of financial implication of the leaked papers. It should be noted that students learning time has relationship with performance. Therefore any , interference with the learning time through cancellations of examination affects performance of students, more especially average and slow learners.

It will help the innocent students and preserve the college reputation if those who leaked the paper are detected and prosecuted instead of collective punishment of cancelling the whole results. To this end the college security should be improved in the process of setting, printing and distribution of examination papers.

Item 63 solicited for the opinion of respondent whether expelled students caught cheating constitute nuisance and trouble makers in the society. The response shows 60 percent head of department disagreed with the opinion, while 50 percent examination officer, 53.5 lecturers and 56 percent examination officers, and 56 percent students agreed with the opinion. The respondents agreed with the opinion that dismissal or expulsion of student has a serious implication on their life out of school, because there is high inflationary trend in Nigeria due to the already battered

economy. The effect of this is that such drop out must find ways of meeting their needs, and since they have not acquired certificate for employment, resort to all sorts of means including misconduct to survive. Such behavior takes the forms of carrying offensive weapons, creating disturbance, threatening or assaulting other peoples in the society. The disagreement of Head of Department may be due to lack of accurate data of such students in the society. However, preventive approach to examination malpractice should be employed by the colleges rather than curative approach where the lecturers and other staff wait until malpractice occur before taking action. Item 64 in the questionnaire seek opinions whether NCE students that graduated through examination malpractice are half baked. The responses show 40 percent head of department, 66.7 percent examination officers, 52.5 lecturers and 51.4 percent students agreed with the opinion. One of the serious effects of examination malpractice is that it interferes with the basic mission of education, the transfer of knowledge and allowing students to acquire prerequisite skills. Furthermore, cheating creates an atmosphere that is not conducive to learning; hence, students who possess certificates are half baked and cannot defend it. In some instances, as pointed out by Mamman (1998) Wilayat (2009) Haliru (2013) that malpractice students will not be bold enough to present the certificate because they are afraid to be presented with tasks that will require them to defend. Therefore, management of colleges and head of departments should encourage teachers to use collaborative approach or authentic tasks that place students at the centre of the learning process.

Item 65 sought the opinions of respondents on whether students caught cheating threatens and intimidate lecturers for doing their invigilator role. The responses indicated 60 percent head of department, and 66.7 percent examination officers disagreed with the opinion while 57.4 percent lecturers and 44.5 percent students agreed with the opinion. The agreement of the opinion by lecturers who are largely the victims of the intimidation and the students who are actors in the threat and intimidation is a clear indication that such act happen in the colleges. It is sad to note that dealing with academic misconduct is often one of the worst parts of a lecturer's career in education due to the threat and it is expected to be his job. Hence, some lecturers are reluctant to report

examination malpractices to appropriate authorities. That may be the reason why head of department and examination officers disagreed that student threaten or intimidate the lecturers thereby impeding the successful conduct of examination. Unless appropriate action is taken against such indiscipline students, lecturers may have little incentive to reduce cheating in their classes below a point that would be obvious to the head of department, examination officers or outsiders. Very little learning and teaching took place due to students involvement in examination malpractices, is the item statement 66. The response to this effect shows that 60 percent head of department disagreed with the statement, while 50 percent examination officers, 48.5 lecturers and 43.5 percent students agreed with the opinion. The agreement by examination officers, lecturers and students to the opinion was most likely due to the fact that cheating causes emotional distress to both the students and teachers, for this reason the students and the lecturers lost zeal to devote their time and energy to the teaching and learning process. Hence, you find lecturers teaching his favorite or most comfortable topic(s), after all the lecturer believe that at the end of the exercise, students resort to examination malpractices. But rejection of the opinion by high percentage of head of department may be based on the fact that teachers are the ones responsible for creating conducive environment for learning, setting questions and invigilating examination. Therefore, if lecturers prepare and teach very well, invariably the students learn. Thus, preparing students for success in school and in life after school which should be through creating active participants rather than passive observers, and it is a step towards eradicating examination malpractices. Item 67 seek opinion of respondent on whether examination malpractices affect student performance in teaching practice. There is consensus agreement by all the respondents as indicated by 40 percent head of department, 66.6 percent examination officers, 43.5 percent lecturers and 50 percent students. This infers that what a student acquired in the college is what he can offer. Thus, there is correlation between involvement of students in examination malpractices and student teachers performance in teaching practice. For the fact that teaching practice required mastery of the subject content and methodology of teaching the course; these cannot be acquired until and unless students teacher

attend classes regularly and attentively, participate in all class activity, have a patience for learning and gaining creativity skills. Therefore, there is a very tendency according to the above response that a malpractice student may pass through the system and the system does not pass through him. Hence, went into to class inadequate and unprepared for teaching.

Item 68 in the questionnaire seek opinions of the respondents on whether examination malpractice lead to social inequality as cheaters got underserved scores. The result revealed that 40 percent head of department, 100 percent examination officers, 72.3 percent lecturers and 60.1 percent students unanimously agreed with the opinion. the consensus in agreement indicate that examination malpractices places weak students at advantage in illegal way over innocent student partly due to moral decadence and indiscipline that engulfed colleges which are part of the social factors responsible for examination malpractice or partly due to economic situation where the purchasing power of lecturers dropped drastically and therefore bad lecturers easily become tempted to collect money from students in order to perpetrate examination malpractice. The item 69 of the questionnaires captured the opinions of respondents on whether examination malpractice by students decreases job efficiency and serve as hindrance to sustainable development. There is high percentage agreement among all the respondents to the opinion as indicated by 60 percent head of department, 50 percent examination officers, 62.4 percent lecturers and 60.6 percent students. The result obtained is in support to the findings in item 67 that shows low performance of students in teaching practice due to examination malpractice. Furthermore, the responses may be due to emphasis places on paper qualification for employment, promotions and social progression by employers these days, subsequently, leading to increase drive for students to acquire certificate by all means including cheating. The attitudes of the employers and the society in abandoning input and competence as a top priority today is largely responsible for decrease in job efficiency which consequently block the expected and sustainable development of the country.

There is also consensus agreement by respondents to item 70 of the questionnaires that stated examination malpractice produces students with bad characters such as corruption and secret cult members. The result indicated 60 percent head of department, 60 percent examination officers, 62.4 percent lecturers and 65.6 percent students all agreed with the opinion, this fairly justified the expectation of the researcher and any reasonable lecturer, that it is easier to get one who is negatively inclined or one who becomes evil minded to avail themselves to take dangerous short cuts such as truancy and secret cultism to achieve their objectives. The agreement with this opinion of item 70 also uphold the fact that students mind that is corrupted will not see anything wrong to bribe lecturers or use every means at his disposal to acquire certificate, even if it involves shedding blood of whoever stand on his way.

Item 71 in the questionnaires seeks opinion of the respondents on whether students that cheat commit professional errors in practical class. The result shows that 50 percent examination officers, 69.3 percent lecturers and 58.3 percent student agreed with the opinion while 80 percent of the head of department disagreed with the opinion. The agreement by the first three group of respondents indicated that when there is a gap in any given knowledge especially in academic circles at any given level, there is tendency for the students to commit error which at time are irreversible such gap in knowledge becomes obstacle that will definitely work against the students understanding of the subject and their performance as he strives upward in their learning. In most cases the gap may be due to laziness of the students because they believe they can pass examination through the back door or cheating such candidate do not make good students because, they will never take time to listen to their lecturers and spend time in reading their books or various instructions on how to carry out functions in the laboratory or field. Hence, there is tendency to commit any kind of error by the student due to such gap in knowledge. Item 72 in the questionnaire solicited for the opinion of respondents on whether examination malpractice leads to fraudulent labor force. The responses shows that 40 percent head of department and 50 percent examination officers disagree with the opinion while the remaining 50 percent examination officers, 59.4 percent

lecturers and 61.5 percent students agreed with the opinion. The results indicated that examination malpractices not only sow but nurture fraudulent behavior in any organization such students found themselves. The implication is that such students are more likely to engage in fraud and theft on the job when they enter the workplace. Because they emerged from a college system characterized by academic fraud and dishonesty practice.

4.3.4: Data Obtained on the Management of Examination Malpractices in Colleges of Education in North – West Geo Political Zone, Nigeria

Item 73 – 96 of the questionnaire are captured in this section. The items tried to find out whether employing and engaging qualified lectures in all subject helps in controlling examination malpractices, the use of higher continuous assessment score will solve the problem, moral and religious counseling prevent students from cheating, the use of punishment, sensitization and campaign against examination malpractices help in controlling cheating, change in curriculum with emphasis on practical skills; motivation through recognition and awarding excellent performance minimize cheating; providing relevant learning materials, appointment of men of good character as provost, head of department and examination officers; improving conditions of service for lecturers, leadership styles of the head of department, and provost help in the control of examination malpractices, counseling programmes for students on how to pass, providing conducive environment for writing examination, involvement of lecturers and head of department in the design of curriculum helps in controlling cheating, fairness in the conduct and scoring of examination help in the control of cheating and placing security personnel at the venues of examination reduces temptation of students to cheat in colleges of education in the North – west geo political zone, Nigeria. Table 4.11 provides details results of the opinions of head of department, examination officers, lecturers and students

Item 73 sought for the opinion of respondents on whether engaging highly qualified lecturers at lower level NCE class helped in controlling cheating. The four groups of the respondents

indicated agreement to the opinion, 60 percent head of department, 66.7 percent examination officers, 56.4 percent lecturers and 61 percent students. The result further indicated that relevance of having qualified lecturers teaching lower level NCE class may be due to cries of decline in the quality of candidates admitted into the colleges of education as a result of combination of poor quality output from secondary level and the problem of examination malpractices which makes it easy for undeserving candidates to score high marks and secure admission. Hence, the need for more experiences lecturers to provide guidance and support to newly admitted students to acquire adequate knowledge and skills so that they cope up with the challenges of tertiary institution. In addition such lecturers at lower level of NCE occupied a unique position to help colleges eliminate examination malpractices at a premature stage through quality feedback that enable both the lecturers and the students understand their strength and weaknesses. The availability of highly qualified lecturers at lower levels will help to enhance the quality inputs into the higher levels education and consequently impact positive values on the outputs of the colleges.

Item 74 seek opinions of respondents on whether employing qualified lecturers in all subjects areas help in controlling examination malpractices. The responses indicated 60 percent head of department and 50 percent of examination officers disagreed with the opinion. While the other 50 percent examination officers, 58.4 percent and 70.7 percent students, agreed with the opinion. The high percentage of head of department and 50 percent of the examination officers disagree with the opinion may be due to the defect of secondary sub system which automatically affect the other sub-system including colleges of education. Their belief that lecturers may not bring the desired change in quality of education required to deter students from cheating. However, the responses of 50 percent examination officer, lecturers and students in support of the opinion that lecturers may bring the desired change in students' behavior. This may be achieved with the quality teachers available in sufficient quantity at all levels of the college system. The only truth is that no educational system can succeed without contribution of good teachers.

In response to item 75 that seek opinions of respondent on whether the use of higher continuous assessment score will be a solution to cheating during examination. The result collected show only 60 percent head of department disagreed while 66.7 percent examination officers, 62.4 percent lecturers and 63.8 percent students agreed with the opinion. It should be noted that one of the aim of continuous assessment is to alleviate the peak pressure of a single final examination that one short test on which everything depends. The assessment occurs progressively over the whole course of study. Thus, three groups agreed with the opinion indicated that with higher continuous assessment the involvement of lecturers and students in mass cheating will drastically dropped down, because students would have number of opportunities from teachers, leading to continuous improvement. Higher continuous assessment offers more comprehensive appraisal of students performance that enable them achieve their best in a more relaxed and familiar setting. The strategy of higher continuous assessment in place of the traditional higher score one C.A. and final examination boosts students confidence and motivation to learn.

Therefore, students learning outcomes may be assessed and enhanced without students indulging into examination malpractice. Such continuous assessment may be in different forms such as assignments, written reports of excursion and or oral presentation that integrate learning and teaching with assessment. Item 76 in the question sought for the opinion of respondents on whether moral and religious counseling prevent students from cheating. The response shows that 80% head of department disagreed with the opinion, while 66.7 percent examination officers, 63.4 percent lecturers and 63.8 percent students agreed with the opinion. Historically, the job of preventing cheating has been given to the teachers and one of the strategies of achieving that is through moral and religious counseling as indicated by the response of lecturers, examination officers and students. The wisdom in using moral and religious strategy to control cheating in the first instance is to portray good examples by lecturers and professional leaders in the college. In the second instance is to help students in their academic pursuit through assisting them to build upon their self confidence so that they will shun away from any type of examination malpractices. However, as disagreed by the head

of department, infer that moral and religious counseling may not have impact when there is very little teaching and very little learning going on in the colleges. Thus counseling services should give priority to encouraging both the lecturers and students to do the right thing at the right time, otherwise the use of this strategy may not yield the desired result of preventing examination malpractices in the colleges of education.

The use of disciplinary measures and enforcement of the existing laws help in controlling examination malpractices is the item 77 in the questionnaire. The opinion of the respondents shows 60 percent of the head of department disagreed while 61.4 percent lecturers, 50 percent examination officers and 64.2 percent students agreed with the opinion. The result indicated the use of punishment for examination malpractices such as expulsion, dismissal of culprits without interference from any section. Also supported by the opinions of the respondent is the strengthening and enforcement of the examination malpractices Act 33 of 1999. That the provision of the law prescribes penalties ranging from N50, 000 to N500, 000.00 and jail terms of three to five years for offenders upon conviction. The provision of the disciplinary measures and various unethical laws is a step forwards in deterring perpetrators of examination malpractices. Though the argument that students or lecturers were hardly prosecuted hence, the response of the head of department disagreed with the opinion. But with the provision of stiff penalty by the appropriate authorities in the college and political will, to implement the penalties and sanctions this strategy will help in controlling examination malpractices.

Item 78 of the questionnaire solicited for the opinion of respondents on whether public campaign helps in controlling examination malpractice. The response shows 60 percent head of departments, and 50 percent examination officers disagreed with the opinion while 50 percent examination officers, 53.5 percent lecturers and 56.9 percent agreed with the opinion. The response which is more in support of the opinion clearly indicated the need for consistent and continuous dissemination of information related to examination malpractices and various sanctions against this

unethical behavior. The management of the college may use public forum such as orientation and matriculation of new students as an avenue for public awareness campaign to highlight the importance of integrity of the examination system. Other forum at the disposal of the college such as workshop, seminars, conferences and the electronic media should be intensified in mass education on the ills of examination malpractices. Item 79 of the questionnaire tries to find out whether designing curriculum that emphasizes practical skills help in the control of examination malpractices. The result indicated 80 percent head of department disagreed with the opinion while 83.4 percent examination officers, 65.4 percent lecturers and 61.4 percent students agreed with the opinion. It may be inferred from the majority opinion, supporting the statements that issue of undue emphasis on certificates or paper qualification by employers of labour has created a situation that makes eradication of examination malpractices very difficult in the colleges. Hence, the call for shift in emphasis from paper qualifications to practical skills acquisition as shown by the responses above. The curriculum of colleges should be the focus of this change so that NCE graduates actually did the same work or have same skills in their various working place.

In response to item 80 of the questionnaire, that seek for the opinion of respondents on whether recognition and awarding excellent performance by students minimize cheating. The response shows consensus of opinion among all the respondents as indicated by 40 percent head of department, 83.3 percent examination officers, 56.4 percent lecturers and 65.6 percent students all agreed. The result indicated the relevance of this motivational approach in the campaign against examination malpractices. Formal appreciation of good performance in both internal and external competition, scholarship award by the college creates connections between student's behavior and consequences in order to facilitate standard making in future assessment. Item 81 of the questionnaire seek opinions of respondents on whether provision of relevant textbooks and internet facilities to students help in controlling cheating. The result also indicated unanimous agreement with the opinion by respondents as shown by 40 percent head of department 66.7 percent examination officers, 58.5 percent lecturers and 67 percent students. The agreement attest to the

fact that availability of relevant textbooks and internet facilities is a major step in empowering students with knowledge and exposure of modern development in various discipline. Hence, such facilities make learning easy and support colleges in managing examination malpractices through bridging the gap in knowledge.

The campaign for parent support against examination malpractices help in controlling the unethical behavior is the item statement 82. The response show high percentage agreement by all the respondents as indicated by 60 percent head of department, 66.7 percent examination officers, 60.4 percent lecturers and 62 percent students. These results clearly proved the fact that parents have substantial role to play in the moral training of the youth at home, inculcating good values and hard-work and track negative peer pressure that interferes with the basic mission of their ward education. In a similar vein, parents may prevent examination malpractice by allowing their ward choose course of study according to their potential and support them not to indulge in all vices. But the parent may influence their ward engage in new learning even where they do not possess the inherent talent but still possess the self confidence that they can be successful through diligent effort.

Item 83 of the questionnaire seek opinion of respondents on whether appointment of men of good character and personality as college provost prevent students from cheating. The response shows 60 percent head of department and 50 percent examination officers disagreed with the opinion while the other 50 percent of examination officers, 59.9 percent lecturers and 65.6 percent students agreed with the opinion. The disagreement among the respondents may be due to the fact that appointment of just one leader may not bring the expected change in students' attitude towards examination malpractices without commitment of all the stakeholders. However, the agreement of the three groups of respondents indicated the hope for the provost with good character and personality to control examination malpractices through exemplary behavior and involving all the stakeholders to carry on the mission. His effort in ensuring quality teaching,

motivation of students and providing relevant teaching and learning materials help a lot in controlling examination malpractices. Item 84 of the questionnaire seek for the opinion of respondents on whether improving conditions of service for a lecturer is a management strategy in controlling their involvement in examination malpractice. The results shows consensus agreement to the opinion as indicated by 60 percent head of department 50 percent examination officers, 61.4 percent lecturers and 61.5 percent students. The response above, support the vast majority of studies around the world that improving teacher welfare in turn improves his effectiveness and is the best method of improving students performance. Teacher effectiveness has proved to have a greater impact on students' performance than any other college or government education reform or examination malpractice disciplinary measures. Improved teacher effectiveness not only help students shun away from cheating, but they cost much less when compared with the huge money used in managing examination malpractice and the integrity of the college. This is, the most effective method of dealing with the problem of examination malpractice. Item 85 of the questionnaire seeks the opinion of respondents on whether the head of department style of persuasion and motivation discourages them from examination malpractice. The results revealed, 40 percent head of department, 66.7 percent examination officers, 57.4 percent lecturers and 67 percent students all agreed with the opinion. The response shows that persuasion and motivational approaches should be promoted by head of department in the first place to introduce and inspire especially new students, to the head of department discipline strategy with the hope of playing active role in promoting the activities of the department. In the second place is to help in developing the whole students rather than just focusing on one or two performance aspects. Hence, head of department should encourage students to use their time judiciously and persuade them to pursue high mastery goals, which reduces the likelihood to engage in cheating, than those whose head of department emphasis was on performance goals.

Item 86 of the questionnaire tries to find out on whether the provost leadership style of capturing lecturers in decision making help in controlling examination malpractices. The result

revealed, 60 percent head of department, 66.7 percent examination officers, 56.5 percent lecturers and 57.1 percent students unanimously agreed with the opinion. This shows that lecturers being the ones responsible for setting questions papers, invigilating examinations and marking of answer scripts, therefore have vital role to play in all decisions that has to do with eradication of examination malpractice. The participation of lecturers in decision making boost their morale and their creative talents also encouraged. Hence, examination rules and regulations are determined by the stakeholders, in this system of stable democracy, lecturers discharged this responsibility to the best of their ability because they are party to its creation. Item 87 in the questionnaire solicit for the opinion on whether involvement of students bodies help in the control of examination malpractice. The response indicated 80 percent head of departments, 66.6 percent examination officers 59.5 percent lecturers and 63.8 percent students all agreed with the opinion that student bodies identified with proven integrity should be involved in anti examination malpractices brigades. Such students' bodies should be involved as active partners, in designing curriculum, developing monitoring and maintenance of examination laws. Student bodies should also be encouraged to take active part in promoting quality education, by increasing the awareness of the students of the potential risk in examination malpractice. They should also guide their colleagues to cultivate good study habits, and self confidence to be achievers in life not parasite on others through cheating. In response to item 88 of the questionnaire that sought for the opinion of respondents on whether the appointment of men of good character as an examination officers helps in the control of examination malpractices. The results revealed that there is consensus in agreement with the opinion as shown by 60 percent Head of Department, 50 percent examination officers 68.3 percent lecturers and 61 percent students. The advantage of appointing a man of good character as an examination officer as attest by the responses are to protect all question papers from leakage, to inspect and monitor the distribution of question papers, collate and distribute answer booklets to course lecturers. Therefore, all the functions of examination officers are delicate and sensitive that may easily be corrupted with money or gift to leak question papers or accept precious womanhoods

for marks/high grade. Hence, the needs for man of good character that preserve good image of teaching profession and his college. Item 89 of the questionnaire tries to find out whether provision of adequate sitting arrangement help in controlling examination malpractices. The opinions of respondent shows 60 percent head of department disagreed while 50 percent examination officers, 70.3 percent lecturers and 59.2 percent students agreed with the opinion. The opinion of head of department disagreed with provision of adequate sitting arrangement as a solution to examination malpractices may be link with the fact that students can still cheat even with adequate sittings arrangement but with non vigilant lecturer in examination hall during invigilation. They may allow the use of mobile phone and exchange of cheat notes within and outside the halls. However, the other three groups of respondents were of the opinion that adequate sitting arrangement discourages cheating among students especially where the students sitting position are changed on daily basis. Thus student's cooperation effort to cheat through girrafing exchange of cheat notes and other malpractice may be minimize

Item 90 of the questionnaire seek opinions of respond on whether frequent and unannounced visits of examination halls by the provost, head of department and examination officers control cheating. The responses indicated 60 percent examination officer disagreed with the opinion while 66.6 examination officers 59.4 percent lecturers and 53.2 percent students agreed with the opinion. The relevance of exam venue supervision by top officers of the college cannot be emphasize firstly, to prevent students and lecturers from cheating by the power bestowed on them and secondly to assesses the adequacy of the college halls, furniture's and laboratories for the examination so as to minimize cheating due to the inadequacy of such facilities Re-inspection also reinstate the college fight against examination malpractice and follow up for the upgrade of facilities recommended during previous inspection. Mentoring for lecturers influenced their attitude towards examination malpractices is the item statement 91. The result revealed, 40 percent head of department, 66.6 percent examination officers, 55.6 percent lecturers and 43.1 percent students' unanimously agreed with the opinion. The agreement of all the respondents clearly attests to the

wisdom of mentoring of lecturers as a means of controlling examination malpractices. Examination supervision is a skill that must be acquired in order to have free examination malpractices exercise. Therefore, mentoring is one to one relationship between a more experienced lecturer and a new or less experience employee. It is based upon encouragement to do the right thing, constructive criticism or comments on ills behavior, openness on the consequences of cheating or sexual harassment, mutual trust, respect and willingness to learn and change. These multiple positive variables may be the basis of consensus for all the respondents that mentoring influences lecturers' attitudes.

Item 92 of the questionnaires seek to find out whether provost openness to receive suggestion helps in the control of examination malpractices. The responses indicated, 40 percent head of department, 83.4 percent examination officers, 51.5 percent lecturers and 55.2 percent students all agreed with the opinion. The response prove the fact that good leader always have his door open for suggestion and constructive criticism. It further attests that such leader does not assume that he is the best among members of the organization. Such leadership strategy avail the provost with laudable suggestion that will eliminate examination malpractice and raise the integrity of the college high. Item 93 sought for the opinion of respondents on whether involvement of lecturers in the design of college curriculum helps in the control of examination malpractice. The responses show, 60 percent headmasters, 50 percent examination officers, 46.5 percent lecturers and 57.3 percent students all agreed with the opinion. Teacher as a power house of knowledge, implementer of curriculum and distributer of education should be involved in curriculum review, refine and design as the case may be as revealed by the opinion of the respondents. Teachers who have accumulated vast knowledge on instructional strategies, disciplines challenges, active learning environment and many other wealth of experience should be made actors in the field of curriculum design. Their involvement may bring out workable curriculum that captured and take care of all students learning difficulties so as to have free examination malpractices assessment in the colleges.

Table 4.11: Data Obtained on the Management of Examination Malpractices in Colleges of Education in North –West Political Zone, Nigeria

S/N	Item Statement	Category of Respondent	Opinion of Respondent										Total		Mean	SD
			SA		AC		UN		DA		SD					
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
73	Engaging highly qualified Lecturers at lower level NCE classes help in controlling cheating in my college.	HODs	01	20.0	02	40.0	00	00	01	20.0	01	20.0	05	100.0	2.80	1.643
		Exam Officers	01	16.7	03	50.0	01	16.7	00	00	01	16.7	06	100.0	2.50	1.378
		Lecturers	37	36.6	20	19.8	25	24.8	13	12.9	06	5.9	101	100.0	2.49	1.411
		Students	56	25.7	77	35.3	37	17.0	24	11.0	24	16.0	218	100.0	2.49	1.369
74	Employing qualified Lecturers in all subject areas help in controlling examination malpractices in my college	HODS	00	00	01	20.0	01	20.0	01	20.0	02	40.0	05	100.0	3.80	1.304
		Exam Officers	00	00	03	50.0	00	00	01	16.7	02	33.3	06	100.0	3.33	1.506
		Lecturers	32	31.7	27	26.7	19	18.8	07	6.9	16	15.8	101	100.0	2.42	1.298
		Students	64	29.4	90	41.3	19	8.7	23	10.6	22	10.1	218	100.0	2.46	1.285
75.	The use of higher continuous assessment score will be a solution to cheating (during examination) in my college.	HODs	02	40.0	00	00	00	00	00	00	03	60.0	05	100.0	3.40	2.191
		Exam Officers	01	16.7	03	50.0	00	00	01	16.7	01	16.7	06	100.0	2.67	1.506
		Lecturers	29	28.7	34	33.7	15	14.9	13	12.9	10	9.9	101	100.0	2.48	1.358
		Students	39	17.9	100	45.9	27	12.4	27	12.4	25	11.5	218	100.0	2.31	1.274
76	Moral and religious counseling prevent students from cheating in my college.	HODs	00	00	00	00	01	20.0	03	60.0	01	20.0	05	100.0	4.00	.707
		Exam officers	00	00	04	66.7	01	16.7	00	00	01	16.7	06	100.0	2.67	1.211
		Lecturers	32	31.7	32	31.7	11	10.9	15	14.9	11	10.9	101	100.0	2.44	1.330

		Students	51	23.4	88	40.4	20	9.2	36	16.5	23	10.6	218	100.0		
77	Enforcement of existing laws and decrees on cheating help in the control of examination malpractices in my college.	HODs	00	00	02	40.0	00	00	02	40.0	01	20.0	05	100.0	3.40	1.342
		Exam Officers	01	16.7	02	33.3	01	16.7	02	33.3	00	00	06	100.0	2.67	1.211
		Lecturers	31	30.7	31	30.7	12	11.9	18	17.8	0.9	8.9	101	100.0	2.65	1.486
		Students	55	25.7	85	39.0	29	13.3	21	9.6	28	12.8	218	100.0	2.50	1.300
78	Public campaigns against cheating help in controlling examination malpractices in my college.	HOD's	01	20.0	01	20.0	00	00	00	00	03	60.0	05	100.0	4.00	1.732
		Exam Officers	02	33.3	01	16.7	00	00	02	33.3	01	16.7	06	100.0	2.83	1.722
		Lecturers	32	31.7	22	21.8	12	11.9	19	18.8	16	15.8	101	100.0	2.50	1.361
		Students	43	19.7	81	37.2	29	13.3	37	17.0	28	12.8	218	100.0	2.46	1.313
79	Designing curriculum that emphasizes practical skills help in the control of examination malpractices in my college.	HOD's	00	00	01	20.0	00	00	01.0	30.0	03	60.0	05	100.0	4.20	1.304
		Exam Officers	01	16.7	04	66.7	00	00	01	16.7	00	00	06	100.0	2.17	.983
		Lecturers	25	24.8	41	40.6	10	9.9	10	9.9	15	14.9	101	100.0	2.61	1.288
		Students	45	20.6	89	40.8	41	18.8	22	10.1	21	9.6	218	100.0	2.66	1.318
80	Recognition and awarding excellent performance to students minimize cheating in my college.	HOD's	01	20.0	01	20.0	01	20.0	00	00	02	40.0	05	100.0	3.20	1.789
		Exam Officers	03	50.0	02	33.3	01	16.7	00	00	00	00	06	100.0	1.67	.816
		Lecturers	20	19.8	37	36.6	19	18.8	12	11.9	13	12.9	101	100.0	2.44	1.228
		Students	49	22.5	94	43.1	27	12.4	32	14.7	16	9.3	218	100.0	2.47	1.204

81	Providing relevant textbooks and internet facilities to students help in controlling cheating in my college	HOD's	02	40.0	00	00	01	20.0	01	20.0	01	20.0	05	100.0		
		Exam Officers	01	16.7	03	50.0	01	16.7	00	00	01	16.7	06	100.0	2.50	1.378
		Lecturers	23	22.8	33	32.7	21	20.8	16	15.8	06	5.9	101	100.0	2.63	1.369
		Students	46	21.1	100	45.9	23	10.6	25	11.5	24	11.0	218	100.0	2.14	1.197
82	The campaign for parents support help in the control of examination malpractices in my college.	HOD's	01	20.0	02	40.0	00	00	01	20.0	01	20.0	05	100.0	2.80	1.643
		Exam Officers	01	16.7	03	50.0	00	00	01	16.7	01	16.7	06	100.0	2.67	1.506
		Lecturers	21	20.8	40	39.6	11	10.9	13	12.9	16	15.8	101	100.0	2.52	1.353
		Students	52	23.9	83	38.1	25	11.5	30	13.8	28	12.8	218	100.0	2.45	1.252
83.	Appointment of men of good character and personality as college provost prevent cheating in my college.	HOD's	01	20.0	01	20.0	00	00	01	20.0	02	40.0	05	100.0	3.40	1.817
		Exam Officers	01	16.7	02	33.3	00	00	01	16.7	02	33.3	06	100.0	3.17	1.722
		Lecturers	26	25.7	35	34	15	14.9	11	10.9	14	13.9	101	100.0	2.43	1.211
		Students	53	24.3	90	41.3	30	13.8	23	10.6	22	10.1	218	100.0	2.54	1.334
84.	Improving conditions of services for Lecturers control their involvement in examination malpractices	HOD's	02	40.0	01	20.0	00	00	01	20.0	01	20.0	05	100.0	2.60	1.817
		Exam Officers	01	16.7	02	33.3	01	16.7	02	33.3	00	00	06	100.0	2.67	1.211
		Lecturers	25	24.8	37	36.6	17	16.8	15	14.9	07	6.9	101	100.0	2.66	1.359
		Students	52	23.9	82	37.6	37	17.0	22	10.1	25	11.5	218	100.0	2.41	1.246
85	The styles of head of department in persuasion and motivation discourage	HOD's	00	00	02	40	01	20.0	01	20.0	01	20.0	05	100.0	3.20	1.304
		Exam Officers	01	16.7	03	50.0	01	16.7	00	00	01	16.7	06	100.0	2.50	1.378

	students from examination malpractices in my college.	Lecturers	20	19.8	38	37.6	16	15.8	10	9.9	17	16.8	101	100.0	2.55	1.300
		Students	52	23.9	94	43.1	14	6.4	24	11.0	34	15.6	218	100.0	2.48	1.274
86	The provost leadership style of involving Lecturers in decision making help in the control of examination malpractices in my college.	HOD's	03	60.0	00	00	00	00	00	00	02	40.0	05	100.0	2.60	2.191
		Exam Officers	01	16.7	03	50.0	00	00	00	00	02	33.3	06	100.0	2.83	1.722
		Lecturers	24	23.8	33	32.7	20	19.8	12	11.9	12	11.9	101	100.0	2.50	1.285
		Students	43	19.7	83	38.1	29	13.3	32	14.7	31	14.2	218	100.0	2.51	1.375
87	Involving students' body in the discipline decisions help in the control of cheating in my college.	HOD's	02	40.0	02	40.0	00	00	00	00	01	20.0	05	100.0	20.0	1.643
		Exam Officer	02	33.3	02	33.3	00	00	02	33.3	00	00	06	100.0	2.33	1.366
		Lecturers	25	24.8	35	34.7	18	17.8	12	11.9	11	10.9	101	100.0	2.32	1.264
		Students	52	23.9	87	39.9	29	13.3	27	12.4	23	10.6	218	100.0	2.66	1.332
88	Appointment of men of good character as examination officers help in the control of examination malpractices.	HOD's	01	20.0	02	40.0	00	00	01	20.0	01	20.0	05	100.0	2.80	1.643
		Exam Officers	02	33.3	01	16.7	01	16.7	01	16.7	01	16.7	06	100.0	2.67	1.633
		Lecturers	30	29.7	39	38.6	11	10.9	12	11.9	09	8.9	101	100.0	2.26	1.222
		Students	55	25.2	78	35.8	32	14.7	29	13.3	22	10.1	218	100.0	2.46	1.270
89	Providing adequate sitting arrangement prevent cheating in my college.	HOD's	01	20.0	01	20.0	00	00	01	20.0	02	40.0	05	100.0	3.40	1.817
		Exam Officers	00	00	03	50.0	01	16.7	01	16.7	01	16.7	06	100.0	3.00	1.169
		Lecturers	30	29.7	41	40.6	13	12.9	08	7.9	09	8.9	101	100.0	2.45	1.681
		Students	52	23.9	77	35.3	22	10.1	27	12.4	40	18.3	218	100.0	2.44	1.298
90	Frequent and un announced visit to exam halls by head of	HOD's	01	20.0	01	20.0	00	00	01	20.0	02	40.0	05	100.0	3.40	1.817

	department, exam officer or Provost stopped examination malpractices in my college.	Exam Officers	02	33.3	02	33.3	01	16.7	01	16.7	00	00	06	100.0	2.17	1.169
		Lecturers	19	18.8	42	41.6	19	18.8	18	7.8	03	3.0	101	100.0	2.52	1.110
		Students	41	18.8	75	34.4	36	16.5	31	14.2	35	16.1	218	100.0	2.66	1.435
91	Mentoring activities used by Lecturers changes student's attitude towards examination malpractices in my college.	HOD's	02	40.0	00	00	01	20.0	00	00	00	40.0	05	100.0	3.00	2.000
		Exam Officers	02	33.3	02	33.3	00	00	02	33.3	02	00	06	100.0	2.33	1.366
		Lecturers	18	17.8	38	37.8	24	23.8	16	15.8	05	5.0	101	100.0	2.60	1.217
		Students	39	17.9	55	25.2	52	23.9	35	16.1	37	17.0	218	100.0	2.74	1.350
92	Provost openness to receive suggestions help to solve problem of examination malpractices in my college.	HOD's	00	00	02	40.0	01	20.0	02	40.0	00	00	05	100.0	3.00	1.000
		Exam Officers	01	16.7	04	66.7	01	16.7	00	00	00	00	06	100.0	2.00	.632
		Lecturers	21	20.8	31	30.7	24	23.8	17	16.8	08	7.9	101	100.0	2.59	1.088
		Students	41	18.8	80	36.7	31	14.2	44	20.2	20	9.2	218	100.0	2.89	1.343
93	Involvement of Lecturers in the design of my college curriculum, help in the control of examination malpractices.	HOD's	01	20.0	02	40.0	01	20.0	00	00	01	20.0	05	100.0	2.60	1.517
		Exam Officers	00	00	03	50.0	02	33.3	00	00	01	16.7	06	100.0	2.813	1.169
		Lecturers	18	17.8	29	28.7	35	43.7	14	13.9	05	5.0	101	100.0	2.58	1.168
		Students	51	23.4	74	33.9	42	19.3	27	12.4	24	11.0	218	100.0	2.6	1.277
94	Involvement of head of departments in the design of curriculum assist in controlling examination malpractices in the college.	HOD's	00	00	04	80.0	00	00	00	00	01	20.0	05	100.0	2.60	1.342
		Exam Officers	01	16.7	01	16.7	02	33.3	01	16.7	01	16.7	06	100.0	3.00	1.414
		Lecturers	16	15.8	40	39.6	25	24.8	10	9.9	10	9.9	101	100.0	2.70	1.221
		Students	36	16.5	76	34.9	38	17.4	33	15.4	35	16.1	218	100.0	2.54	1.278

95	Fairness in the conduct and scoring of examination in my college minimized fear of failure and cheating.	HOD's	02	40.0	02	40.0	00	00	00	00	01	20.0	05	100.0	2.20	1.643
		Exam Officers	00	00	04	66.7	01	16.7	01	16.7	00	00	06	100.0	2.50	.837
		Lecturers	16	15.8	35	34.7	24	23.8	15	14.9	11	10.9	101	100.0	2.56	1.212
		Students	49	22.5	83	38.1	31	14.2	35	16.1	20	9.2	218	100.0	2.79	1.330
96.	The use of security gadgets and personnel at the examination venues in my college reduce student's temptation to cheat.	HOD's	01	20.0	02	40.0	00	00	00	00	02	40.0	05	100.0	3.00	1.871
		Exam Officers	02	33.3	02	33.3	01	16.7	00	00	01	16.7	06	100.0	2.33	1.506
		Lecturers	19	18.8	38	37.6	22	21.8	12	11.9	10	9.9	101	100.0	2.53	1.346
		Students	55	25.2	66	30.3	28	18.8	34	15.6	35	16.1	218	100.0	2.15	1.256

In response to the item 94 of the questionnaire seeking opinions of the respondents on whether involvement of head of department in the design of curriculum helps in controlling examination malpractices. In a similar way to the response of item 93, the respondent also unanimously express agreement to the opinion that head of departments be involved in the design of colleges' curriculum. The response show, 80 percent of the head of department, 33.4 percent examination officers, 55.4 percent lecturers and 51.4 percent students. The response also indicated a similar importance attached to the participation of head of department to curriculum design. The colleges curriculum as a document consisting of courses or sequence of subjects which articulates what a country, wants her students learn in schools through her education. Therefore a good curriculum is the total environment in which education takes place, that is the student, the teacher, the subject, the content, the method, the physical and psychological environment. Thus it implies that head of department have vital role in designing good curriculum because of his exposure and interaction with students and the environment in which learning took place. The involvement of head of department in conclusion design not only makes learning meaningful but also lively, which is a requirement for active participation of students in teaching and learning process. Therefore, such curriculum designed; provide students with the necessary skills and professional abilities that they will never think of cheating not even indulging into it. Item 95 sought opinion of respondents on whether fairness in the conduct and scoring of examinations minimized fear of failure and resulting into cheating. The responses indicated 80 percent head of departments, 66.7 percent examination officers, 50.5 percent lecturers and 60.6 percent students unanimously agreed with the opinion. These responses attest to the fact that fairness is the basis for the success of any management and one of the principles of management listed by Henry Fayol (Koonte). A lecturer that is bias not only attracts cheating but also condemnations and sometimes a threat to his life of the lecturer. Hence, all the respondents advocated fairness of the system in the conduct of examination and scoring as the solution to examination malpractice as the students have confidence

on justice of the lecturers. Item 96 of the questionnaire seeks opinion of the respondents on whether the use of security personnel and security gadgets at the examination venue reduce students' temptation to cheat. The response revealed, 60 percent head of department, 66.6 percent examination officers, 56.4 percent lecturers and 55.5 percent students all agreed with the opinion. The unanimous agreement may be due to the modern dimension followed by the perpetrators of examination malpractice, such as seizing question papers, impersonation, use of weapons to threaten invigilators and soon. Therefore, presence of security personnel and security gadgets such as secret cameras will serve as a signal to the students who intend to cheat that action may be taken against perpetrators. The relevance of using law enforcement agencies and security gadgets are to put lecturer, students and other members of the college community under surveillance so that examination will be conducted free and fair. However, there are unfortunate reports incidences of security personnel helping examination malpractice or setting culprit free after collecting bribe or shows laxity in prosecuting offenders. While officers monitoring cameras were they are available deliberately tempered with them during examination because of corruption to prevent detection of culprits and assist in cheating. Therefore, security men in charge of examination venues or security gadgets should be people whose honesty and integrity is not questionable.

4.3.5 Data Obtained on Challenges of Managing Examination Malpractices in Colleges of Education in North West Geo Political Zone, Nigeria

This section relates to items 97-107 in the questionnaire. The items were designed to find out various challenges of managing examination malpractice ranging from lack of modern sophisticated gadgets to detect cheating and control. Inadequate trained teachers to give professional leadership in teaching and controlling examination malpractice is another challenge to managing examination malpractice. This section also tried to find out whether inadequate monitoring of printing and distribution of examination materials constitute a problem. In the management of examination malpractice, Biasness in dealing with culprits makes control of cheating

difficult; employment of inexperience teachers;. Delay in punishing culprits; interference with investigation and punishment process; inadequate supervision of examination Halls. The attitude of bad clerks and typist in the leakage of question papers, immoral relation of lecturers with female students and the attitudes of bad lecturers that collect bribes either in exchange for question paper or score constitute a great challenges to the management of examination malpractice.

Table 4.12: Data Obtained on Challenges of Managing Examination Malpractices in North West Geo Political Zone

S/N	Item Statement	Category of Respondent	Opinion of Respondent										Total		Mean	SD
			SA		AC		UN		DA		SD					
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
97	Lack of modern sophisticated gadgets to detect and control examination malpractices is a big challenge in the management of cheating in my college	HODs	01	20.0	01	20.0	02	40.0	00	00	01	20.0	05	100.0	2.80	1.483
		Exam Officers	02	33.3	02	33.3	00	00	01	16.7	01	16.7	06	100.0	2.50	1.643
		Lecturers	29	28.7	26	25.7	21	20.8	13	12.9	12	11.9	101	100.0	2.58	1.243
		Students	54	24.8	69	31.7	28	12.8	35	16.1	32	14.7	218	100.0	2.67	1.418
98	Inadequate funding for the training of lecturers to be effective in teaching and invigilation of examination, affect management of examination malpractices in my college.	HODS	02	40.0	00	00	02	40.0	01	20.0	00	00	05	100.0	2.40	1.342
		Exam Officers	00	00	04	66.7	00	00	01	16.7	01	16.7	06	100.0	2.83	1.329
		Lecturers	19	18.8	38	37.6	22	21.8	10	9.9	12	11.9	101	100.0	2.72	1.471
		Students	52	23.9	67	30.7	35	16.1	33	15.1	31	14.2	218	100.0	2.64	1.391
99	Inadequate or lack of monitoring of printing process and distribution of question papers create problems in	HODs	00	00	03	60.0	01	20.0	01	20.0	00	00	05	100.0	2.60	.894

	the management of examination malpractices in my college.	Exam Officers	02	33.3	02	33.3	01	16.7	01	16.7	00	00	06	100.0	2.17	1.169
		Lecturers	20	19.8	34	33.7	20	19.8	13	12.9	12	11.9	101	100.0	2.60	1.273
		Students	50	22.9	65	29.8	49	22.5	29	13.3	25	11.5	218	100.0	2.86	1.344
100	Biasness in dealing with exams culprits in my college makes the control of examination malpractices ineffective.	HODs	00	00	01	20.0	01	20.0	02	40.0	01	20.0	05	100.0	3.60	1.140
		Exam officers	01	16.7	03	50.0	01	16.7	00	00	01	16.7	06	100.0	2.50	1.378
		Lecturers	20	19.8	37	36.6	19	18.8	13	12.9	12	11.9	101	100.0	2.62	1.287
		Students	54	24.8	72	33.0	35	16.1	30	18.8	27	12.4	218	100.0	2.61	1.288
101	Employment of inexperience and unqualified lecturers makes management of examination malpractice difficult in my college.	HODs	00	00	01	20.0	00	00	03	60.0	01	20.0	05	100.0	3.80	1.095
		Exam Officers	02	33.3	02	33.3	00	00	02	33.3	00	00	06	100.0	2.33	1.366
		Lecturers	21	20.8	36	35.6	14	13.9	20	19.8	10	9.9	101	100.0	2.50	1.188
		Students	65	29.8	71	32.6	28	12.8	31	14.2	23	10.6	218	100.0	2.56	1.330
102	Delay in executing punishment to students caught cheating affect management of examination malpractice in my college.	HOD's	00	00	01	20.0	02	40.0	00	00	02	40.0	05	100.0	3.60	1.342
		Exam Officers	01	16.7	03	50.0	01	16.7	00	00	01	16.7	06	100.0	2.50	1.378
		Lecturers	18	17.8	45	44.6	18	17.8	10	9.9	10	9.9	101	100.0	2.62	1.287
		Students	54	24.8	69	31.7	37	17.0	30	13.8	28	12.8	218	100.0	2.43	1.329
103	Administrative bottleneck such as interference in the investigation process affect management of examination malpractices in my	HOD's	00	00	01	20.0	00	00	03	60.0	01	20.0	05	100.0	3.80	1.095
		Exam Officers	00	00	03	50	00	00	01	16.7	02	33.3	06	100.0	3.33	1.506

	college.	Lecturers	21	20.8	36	35.6	14	13.9	20	19.8	10	9.9	101	100.0	2.56	1.292
		Students	61	28.0	71	32.6	33	15.1	22	10.1	31	14.2	218	100.0	2.58	1.339
104	Inadequate supervision of examination exercise affect management of examination malpractices in my college.	HOD's	00	00	01	20.0	01	20.0	02	40.0	01	20.0	05	100.0	3.60	1.140
		Exam Officers	01	16.7	03	50.0	00	00	01	16.7	01	16.7	06	100.0	2.67	1.506
		Lecturers	22	21.8	38	37.6	14	13.9	16	15.8	11	10.9	101	100.0	2.49	1.278
		Students	71	32.6	78	35.8	13	6.0	29	13.3	27	12.4	218	100.0	2.50	1.369
105	The attitude of bad clerks and computer operators in leakages of examination in my college is a great challenge to managing examination malpractices.	HOD's	00	00	00	00	01	20.0	03	60.0	01	20.0	05	100.0	4.00	.707
		Exam Officers	02	33.3	01	16.7	02	33.3	00	00	01	16.7	06	100.0	2.50	1.517
		Lecturers	27	26.7	31	30.7	`9	18.8	15	14.9	09	8.9	101	100.0	3.28	1.218
		Students	71	32.6	74	33.9	21	9.6	13	6.0	38	17.4	218	100.0	2.37	1.379
106	Immoral relationship of bad lecturers with student such as sexual harassment is a challenge to management of cheating in my college.	HOD's	00	00	01	20.0	02	40.0	01	20.0	01	20.0	05	100.0	3.40	1.140
		Exam Officers	03	50.0	02	33.3	01	16.7	00	00	00	00	06	100.0	1.67	.817
		Lecturers	31	30.7	36	35.6	17	16.8	09	8.9	08	7.9	101	100.0	2.57	1.322
		Students	38	17.4	69	31.7	26	11.9	55	25.2	30	13.8	218	100.0	2.41	1.441
107	The attitude of bad lecturers who collect bribe from students in exchange for scores makes management of examination malpractices more complex in my	HOD's	00	00	03	60.0	01	20.0	01	20.0	00	00	05	100.0	2.60	.894
		Exam Officers	02	33.3	02	33.3	01	16.7	01	16.7	00	00	06	100.0	2.17	1.169
		Lecturers	20	19.8	34	33.7	20	19.8	13	12.9	12	11.9	101	100.0	2.60	1.273

	college.	Students	50	22.9	65	29.8	49	22.5	29	13.3	25	11.5	218	100.0	2.86	1.343

Table 4.12 shows item 97 of the questionnaire that sought opinion of respondents on whether lack of modern sophisticated gadgets to detect examination malpractice is a challenge to the management of examination malpractices in colleges of education. The result revealed, shows 40 percent head of department, 66.6 percent examination officers, 54.4 percent lecturers and 56.5 percent students agreed. The consensus by the respondents indicated that lack of those gadgets such as secret cameras, computers is a great challenges to prosecution of examination malpractices perpetrators. Item 98 seek opinions of respondents on whether inadequate to trained lecturers is a great challenge to the management of examination malpractice. There is consensus agreement among all the respondents 40 percent head of department 66.7 examination officers, 56.4 percent lecturers and 54.6 percent students. This shows that control of examination malpractice is impossible with inadequate trained teachers for the fact that there will not be effective teaching and subsequently increase gap in knowledge which finally resort to cheating by unprepared students. Item 99 in the questionnaire try to find out whether inadequate monitoring of printing process and distribution of question paper posed challenges to the management of examination malpractice. The opinions indicated, 60 percent head of department, 66.6 percent examination officers 53.5 percent lecturers and 52.7 percent students unanimously agreed with the opinion. This proved that most questions are leaked through the inadequacy in monitoring the process of printing the question and distribution during examinations. Biasness in dealing with the exam culprits rendered the management of examination malpractice ineffective is the item 100 of the questionnaire. The result

indicated element of truth as 66.7 percent examination officers, 56.4 percent lecturers and 57.8 percent students agreed with the opinion, while only 60 percent of head of departments disagreed. Therefore, biasness not only makes the instrument of controlling examination malpractices ineffective but set in a crises environment for those not treated fairly.

In response to item 101 of the questionnaire that sought for the opinion of respondents on whether employment of inexperience lecturers makes management of examination malpractices difficult; the response shows, 80 percent of head of department disagreed while 66.6 percent examination officers, 56.4 percent lecturers and 62.4 percent students agreed. The result indicated that inexperience teachers have little to offer in the management of examination malpractices as they have limited exposure. Hence ineffective teaching, poor paper setting, poor scoring and non challant attitude during invigilation are features you may find with untrained and inexperience lecturer. Item 102 in the questionnaire seek opinion of respondents on whether delay in executing punishment to students caught cheating affect management of examination malpractice. The result shows, 66.7 percent examination officers, 62.4 percent lectures and 56.5 percent students agreed with the opinion while 40 percent of head of department disagreed. The response indicated that delay in executing punishment affect the management of the crime most probably in the first place it will encourage others to join the cheating and in second place there may be chances for the offenders to be reformed and be a good candidate, here punishment is not a lesson to him nor to others. Therefore, delay should be avoided once a student's is caught with convincing evidences and convicted, for doing that may deter other students. Item 103 try to find out whether administrative bottleneck affect the management of examination malpractice. The response revealed 50 percent examination officers, 56.4 lecturers and 60.6 percent students all agreed with the opinion, while 60 percent head of department disagreed. The majority responses shows that administrative bottle neck such as interference with investigation, delay in releasing findings and delay in carrying out punishment are prominent bottleneck or obstacle to effective management of

examination malpractice in the college. Hence, such huddles should be removed in order to succeed in the control of student cheating.

Item 104 in the questionnaire sought for the opinion of respondents on whether inadequate supervision of examination venues makes management of examination malpractice ineffective. The result revealed 60.0 percent head of department disagreed while 66.7 percent examination officers, 59.4 percent lecturers and 68.3 percent students agreed with the opinion. The supervision of examination venues by high ranking officers in the college such as provost, deputy provost head of department usually send a clear message that the college seriously frown at examination malpractice and serve as motivation to the invigilators and hardworking students. Item 105 try to find out whether the attitude of bad clerks and computer operators in the leakage of examination is a great challenge to the management of examination malpractice. The response shows 80 percent head of department disagreed, while 50 percent examination officers, 57.4 percent lecturers and 66.5 percent students agreed with the opinion. The majority responses agreeing with the opinion confirmed reports that some computer operators', messengers and clerks were indicted for leaking questions (Mamman 1999). Their involvement in examination malpractices was because of their responsibilities of either typing or distributions of question papers to examination venues. Hence, their role constitutes obstacles to managerial effort towards eradicating examination malpractices.

Item 106 in the questionnaire seek opinions of respondents on whether immoral relationship of bad lecturers with students is a great challenge to the management of examination malpractices. The results revealed 40 percent head of department disagreed while 83.3 percent examination officers, 66.3 lecturers and 49.1 percent students agreed with the opinion. The majority responses attest to the accusation that some bad lecturers that supposed to treat girls' students as their daughters or sisters have turned them into lovers or sexually harassing them for scores. Yarason (2008). The other immoral relationship between bad lecturers and students include collecting bribe for favor or help in cheating is the item 107 in the questionnaire. The responses

shows that 60 percent head of department 66.6 percent examination officers 53.5 percent lecturers and 52.7 percent students unanimously agreed that collection of bribe from both male and female students is a great challenges to examination malpractice carried out secretly between the lecturer and the students.

4.4 Hypothesis Testing

In this research five null hypothesis were formulated and tested accordingly. The hypotheses are: there is no significant differences in the opinions of lecturers, head of department, examination officers and students on the various forms of examination malpractices in colleges of education in North – West Geo Political zone, Nigeria, there is no significant differences in the opinions of lecturers, head of departments, examination officers and students on the various causes of examination malpractice in colleges of education in North West Geo Political Zone Nigeria; there is no significant difference in the opinions of lecturers, head of departments, examination officers and students on the effects of examination malpractices on students performance in colleges of education in North – West Geo Political Zone, Nigeria; there is no significant difference in the opinions of lecturers, head of department, examination officers and students on the various approaches used in the management of examination malpractices on students future performance in colleges of education in North – west Geo political zone, Nigeria and there is no significant difference in the opinions of lecturers, head of departments, examination officers, and students on the challenges of managing examination malpractice, in the colleges of education in the North West Geo Political Zone, Nigeria .

Analysis of variance (ANOVA) method of statistical analysis was used to test the above five hypotheses. The level of significance used in the analysis was 0.05, therefore, when P value is greater than 0.05 hypotheses is retained and rejected when the P value is less than 0.05 level of significant.

Hypothesis 1

There is no significant difference in the opinions of lecturers, head of departments and students on the various forms of examination malpractices in college of education in North West Geo Political Zone, Nigeria.

Table 4.13 analysis of variance of no significant difference in the opinions of lecturers, head of departments and students on the various forms of examination malpractices in college of education in North West Geo-Political Zone, Nigeria.

Status	Sum of square	Df	Mean square	F. critical	Prob.	F. critical
Between groups Within groups	199.027 26691.764	326	66.342 81.877	.810	.489	2.34
Total	2689.791	329				

From the table 4.13 above, F ratio value (.810) at 3 df 326 and the level 0.05. The critical value (2.34) is greater than F. ratio values (.810), the probability level of significance P (.489) is greater than 0.05. This means that there is no significant difference in the opinions of lecturers, head of departments and students on the various forms of examination malpractices in college in North West Geopolitical Zone, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 2

There is no significant difference in the opinions of lecturers, head of departments and students on the various causes of examination malpractices in colleges of education in North-West Geo-Political Zone, Nigeria.

Table 4.14 analysis of variance of no significant differences in the opinions of lecturers, head of departments and students on the various causes of examination malpractices in college of Education in North West Geo Political Zone, Nigeria.

Status	Sum of square	Df	Mean square	F. critical	Prob.	F. critical
Between groups	5915.932	3	1971.977	3.733	.012	2.34
Within groups	1172192.020	326	528.196			
Total	1178107.952	329				

From the table 4.14 above, F ratio value (3.733) at 3 df 326 and at the level 0.05. the critical value (2.34) is greater than f ratio values (3.733), the probability level of significance p (.012) is less than 0.05. this means that there is a significant difference in the opinions of lecturers, head of departments and students on the various causes of examination malpractices in colleges in North West Geo Political Zone, Nigeria. Therefore the null hypothesis is rejected.

Hypothesis 3

There is no significant difference in the opinions of lecturers, head of departments and students on the effect of examination malpractices on students' performance in college of education in North-West Geo-Political Zone, Nigeria

Table 4.15: Analysis of Variance showing no significant difference in the opinions of lecturers, head of departments and students on the effect of examination malpractices on student's performance in Colleges of Education in North West Geo Political Zone.

Status	Sum of square	Df	Mean square	F. critical	Prob.	F. critical
Between groups	557.836	3	3185.945	1.142	.332	2.34
Within groups	53092.555	326	162.861			
Total	10503.416	329				

From the table 4.15 above, f – ratio value (1.142) at 3 df 326 and at the level 0.05. The critical value (2.34) is greater than f-ratio values (1.142). The probability level of significance P (.332) is greater than 0.05. This means that there is no significant difference in the opinions of lecturers, head of departments and students on the effects of examination malpractices on students' future performance in college in North west geo political zone. Therefore the null hypothesis is retained.

Hypothesis 4

There is no significant difference in the opinions of lecturers, head of departments and students on the various approaches used in the management of examination malpractices on students' future performance in college of education in North West Geo political zone, Nigeria.

Table 4.16: analysis of variance showing significant difference in the opinions of lecturers, head of departments and students on the various approaches used in the management of examination malpractices on students' performance in college in North –West Geo Political Zone, Nigeria.

Status	Sum of square	Df	Mean square	F. critical	Prob.	F. critical
Between groups Within groups	942.926 108738.192	3 326	314.309 333.553	.942	420	2.34
Total	109611.118	329				

From the table 4.16 above, F- ratio value (.942) at 3 df 326 and at the level 0.05. The critical value (2.34) is greater than F. ratio values (.942). The probability level of significance P (.420) is greater than 0.05. This means that there is no significant difference in the opinions of lecturers, head of departments and students on the various approaches used in the management of examination malpractices on students' performance in college in North West Geo Political one, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 5

There is no significant difference in the opinions of lecturers, head of departments and students on the challenges of management of examination malpractices on student's performance in colleges of education in North West Geo Political Zone, Nigeria.

Table 4.17 above, F ratio value (1.093) at 2 df 336 and at the level 0.05. The critical value (2.34) is greater than F ratio values (1.093). The probability level of significance p (.352) is greater than 0.05. This means that there is no significant difference in the opinions of lecturers, head of departments, and students on the challenges of management of examination malpractices on students' performance in colleges of education in North West geo political zone, Nigeria. Therefore, the null hypothesis is retained.

Table 4.18: Summary of Tested Hypotheses

S/No	Hypothesis	Statistical method	Significant level	Result	Restated hypothesis
1	There is no significant differences in the opinion of lecturers, head of departments, examination officers and students on the various forms of examination malpractices in colleges of education in North West Geo Political Zone, Nigeria	ANOVA	0.05	Retained	There is no significant differences in the opinion of lecturers, head of departments, examination officers and students on the various forms of examination malpractices in colleges of education in North West Geo Political Zone, Nigeria
2	There is no significant different in the opinions of lecturers, head of department, examination officers and students on the various causes of examination malpractices in the colleges of education in the North West Geo Political Zone, Nigeria.	ANOVA	`0.05	Rejected	There is significant difference in the opinions of lecturers, head of department, examination officers and students on the various causes of examination malpractice in colleges of education in the North – west geo political zone, Nigeria.
3.	There is no significant difference in the opinions of lecturers, head of department, examination officers and students on the	ANOVA	0.05	Retained	There is no significant difference in the opinions of lecturers, head of department, examination officers and students on the effects of examination malpractices on students future

	effects of examination malpractices on students future performances in colleges of in North west geo political zone.				performances in colleges of in North west geo political zone.
4	There are no significant differences in the opinions of lecturers, head of department, examination officers and students on the various approaches used in the management of examination malpractice on students future performance in colleges of education in North west geo political zone, Nigeria.	ANOVA	0.05	Retained	There is no significant differences in the opinions of lecturers, head of department, examination officers and students on the various approaches used in the management of examination malpractice on students future performance in colleges of education in North west geo political zone, Nigeria.
5.	There are no significant differences in the opinions of lecturers, head of department, examination officers and students on the challenges on the management of examination malpractices on students' futures performance in colleges of education in North west geo political zone, Nigeria.	ANOVA	0.05	Retained	There is no significant differences in the opinions of lecturers, head of department, examination officers and students on the challenges on the management of examination malpractices on students futures performance in colleges of education in North west geo political zone, Nigeria.

4.5 SUMMARY OF MAJOR FINDINGS

The following summaries are made based on the analysis of the respondents opinions gathered. Thus the basic summary of the research findings are:

1. There are different forms of examination malpractice in the colleges of education in the North West Geo Political Zone. The most common ones according to the opinions of

respondents are Giraffin, use of cheat notes, impersonation, use of MP3 player and many others.

2. There are significant differences in the opinion of respondents on the causes of examination malpractices in the college of education in North West Geo Political Zone.
3. There is consensus in the opinion of respondents that examination malpractice has series of effects to the individual students, the college, and the nation.
4. The approaches used in the management of examination malpractices on students performance are not different as expressed by the opinion of the respondents .
5. There is no significant differences among the respondents opinion on the challenges facing the colleges in the North West Geo Political Zone, Nigeria on the management of examination malpractice.

4.6 DISCUSSION OF THE FINDINGS

The discussion of the findings of this research was based on collected and analyzed data deduce both from the research questions and hypotheses that the discussions of major findings are here by represented below.

4.6.1 DISCUSS OF FINDINGS ON THE FORMS OF EXAMINATION MALPRACTICES IN COLLEGES OF EDUCATION IN THE NORTH WEST GEO POLITICAL ZONE, NIGERIA

The first research question seeks opinion of the respondents on whether there are various forms of examination malpractice in colleges of education in North West Geo Political Zone. The result revealed that there is no significant difference in the opinion of respondents on the various forms of

examination malpractices in the colleges of education. The respondents indicated that there are still various forms of examination malpractices that are practiced in colleges of education upon series of suspension and imprisonment threat as contained in decree No 33 which read thus; any person who fraudulently or with intent to cheat or secure any unfair advantage to himself, sells, and buys or otherwise deals with any question papers intended for examination of persons at any examination or commits any of the offences, shall be guilty of an offence and on conviction shall be sentenced to 21 years imprisonment. The examination malpractices Act 33 of 1999 also carries stiff penalties ranging from N50, 000.00 to N500, 0000 and jail terms of three to five years for offenders upon conviction, without option of fine. But still more and more forms of cheating are emerging, most likely because the law has never been put to action as many students caught have been left unprosecuted.

Since stiff penalty does not work as expected then other possible options should be employed. The researcher suggested a shift from students angle to focus on teacher effectiveness and the use of high continuous assessment and feedback. Figure 5.1 was a model developed by the researcher that illustrated how teacher effectiveness may be used to solve the problem of cheating. The model has three basic component. The input components, comprising activities that ensured teacher effectiveness listed as; formal mentoring, teacher motivation, teacher training, condition of service for the teacher, supervision of teaching and peer mentoring, the second component is the teacher whose effectiveness is the focus of the programme and the third component, is the output which are listed thus, as quality teaching, effective assessment, and students counseling and mentoring services. The success of the programme shows students self sustenance and free examination malpractices.

4.6.2 Discussion of Findings on the Causes of Examination Malpractices in Colleges of Education in the North West Geo Political Zone, Nigeria

Research question number two was on whether there is a difference in the opinion of respondents on the causes of examination malpractices in colleges of education. The responses indicated that there is a significant difference in the opinions of respondents on the various causes of examination malpractices in colleges of education in North West Geo Political Zone, Nigeria. Prominent causes featured by the respondents opinion include: inadequacies on the part of the students as a result of fear of failure; digital laziness where student is lazy in every way both, mentally and physically; a student who has lost correct perception of the difference between good and evil due to immorality will not see anything wrong in cheating even if it involves shedding blood; emphasis on certificates for employment, promotion and admission makes unprepared students cheat; Inadequacies on the part of lecturers include lack of teaching qualification. Lack of commitment dedication unawareness of teaching learning objectives; poor paper setting most likely because the lecturers are untrained and unaware of assessment technique. Hence, some of these question papers set do not represent the curriculum of the course. Poor teaching resulting to gap in knowledge had become the biggest obstacle that will definitely work against students as he/she strives upwards in his learning process. Once the gap continues to expand the student started going out of focus. When the time comes for him to be tested in examination he is likely to be unprepared and thus, rely only on cheating through any feasible means or forms of examination malpractices. Some lecturers are non vigilant during examination supervision, they allow students use phone, and students friends to cheat while reading book or marking script. This lack of devotion to teaching profession by bad lecturers is one of the causes of examination malpractice as shown by high percentage response. Still on some teachers cause to examination malpractices is moral training resulting to lecturers selling question papers or engaged in sexual relation for the leaked papers or score. The government cause to examination malpractices based on the opinions of respondents include inadequate provision of teaching and learning facilities such as textbooks, audio visual and audio materials etc leading to poor preparation of students, in adequate classes leading to overcrowded examination venues, without enough space and with poor seating arrangement.

All the negative characteristics features of examination venues mentioned above are motivating factor in examination cheating in colleges of education. The situation of overcrowded examination halls provides a conducive environment for fraudulent students and even those without prior intention of cheating to cheat. Poor salary and high inflation rate makes bad lecturers, computer operators and other workers associated with examination seize every available opportunity to bridge the economic gap, with the sales of question papers or substitution of exam scripts. Hence, workers used their position to make money. Lack of serious penalty for past offenders compounded the situation, even though there are examination bills or act promulgated.

Other causes from the opinion of respondents include parents attitudes of unrealistic expectation of performance on their ward, irrespective of the student talent/abilities, exposure and learning facilities available. Some bad parents even provide their wards money to hire impersonator or to bribe bad lecturers. The security personnel employed to provide help and ensure safety during examination, perpetuate the crime of examination malpractices. The law enforcing agencies sometimes show laxity in prosecuting cheaters and sometime set the culprit free after collecting bribe. Therefore, identification of various causes of examination malpractices as featured by the respondents opened door for effective management of the menace. The researcher suggests for higher continuous assessment as a strategy to minimize cheating which is in line with the objectives of continuous assessment objectives stated by federal ministry of education FME (1985). High continues assessment combined with efficient feedback may curtail examination malpractices drastically as proposed by the researcher in fig 5.2.

4.6.3 Discussion of Findings on the Effects of Examination Malpractices in Colleges of Education in North West Geo Political Zone, Nigeria

The third research question sought opinion of the respondents on whether examination malpractices have effects on students' future performance in colleges of education. The result revealed that there is no significant difference in the opinions of lecturers, head of department

examination officers and students on the effects of examination malpractice. The majority of the respondents are of the opinion that cheating in academic has Ghost of effects on students, on teachers on individual colleges, on the educational system and the nation. These effect from the opinions of the respondents includes: students who cheat cannot defend the certificate leading to failure in job performance or the candidate will not be bold enough to present the certificate, because. They may be afraid of the task skill that may require them to defend; Examination malpractice discredits certificate issued by the college and the college that issued it and the nation as a whole. Academic dishonesty creates an atmosphere that discourages good candidates to study or work hard, because of their belief that the weak students that cheat get away undetected or unpunished even when caught in the act. Furthermore, there is possibility for the culprits not fulfilling their dreams and vision, if the students' is rusticated/suspended from the college or a staff terminated at the working place. Examination malpractices denies innocent and best brains that could help in the development of the nation from getting admission by the corrupt ones who through cheating have better scores and grades. Another effect of examination malpractices is that it decreases job efficiency because the graduates are half baked. The culprit may also be introduced into criminal group such as secret cult that accommodates dishonesty and corrupt practices as their way of life and with time became hardened criminal. Another serious effect identified that cheating plants the seed of criminal values in the minds of the students. This subsequently laid a foundation for criminals in the society such as corrupt leadership and corrupt politicians and educational system. Therefore, it become mandatory for the college management, National Commission for Colleges of Education (NCCE), the government, parent, teachers and students to work tirelessly to fight and eradicate examination malpractice. Everyone should take action from any perspective.

4.6.4 Discussion of Findings on the Various Approaches used in Managing Examination Malpractices in Colleges of Education in North West Geo Political Zone, Nigeria

Research question four seek opinions of respondents whether there is no significant differences on the various approaches used in the management of examination malpractices on students performance in colleges of education in North West Geo Political Zone.

The results revealed that management of examination malpractice is a team work involving highly qualified dedicated lecturers teaching all courses at different levels; the use of higher continuous assessment that is systematic comprehensive, cumulative and guidance oriented as released by Federal Ministry of Education (FME) (1985); and NCCE Revised minimum standard for use of COE other management approaches include inculcating moral and religious values; the use of discipline and punishment to serve as deterrents to other students and teachers as contained in the FCE college handbook (2010) and teachers disciplinary committee and teachers investigating panel released by teachers registration council of Nigeria (TRNC, 2007). These documents clearly present different forms of examination malpractices carried out by lecturers and students and the disciplinary provision ranging from rustication, withdrawal of admission, expulsion, and warning to dismissal from work the use of Mentoring programme both for teachers and students; use of different motivational approaches. Effective supervision of examination; curriculum review and involvement of lecturers and head of department in the design of the curriculum; the use of security personnel to ensure security of the examination venues and successful examinations are different strategies used by colleges in managing examination malpractice. Therefore, based on various responses of the respondents and findings, the researcher developed management approach model that is cheaper and safer than any of the traditional approaches used before. This approach developed is lecturer effectiveness model illustrated in fig 5.1

4.5.6 Discussion of Findings on the Challenges of Managing Examination Malpractices in Colleges of Education in North West Geo Political Zone, Nigeria

Research question number five seek to know the challenges in the management of examination malpractices in colleges of education in the North West Geo Political Zone, Nigeria. The

opinions of respondents revealed that there are no significant differences in the opinions of respondents on the challenges of managing examination malpractices on students' performance in colleges of education. The high percentage agreement shows that the following challenges facing management of examination malpractices; lack of modern sophisticated gadgets such as computers and secret cameras place in examination venues; Inadequate trained lecturers that affect adequate preparation of students with pre-requisite knowledge and skills due to employment of graduates from university who lacks teaching qualification; inadequate monitoring of printing process and distribution of scripts is a challenge in the management of examination malpractice; the role played by bad computer operators and bad lecturers who leaked question paper for money has bearing with this item of the questionnaires;. Delay in administering punishment; interference with investigation of examination malpractice; inadequate supervision of examination venues by examination officer, head of department and provost; immoral relationship of bad lecturers with students such as collecting gift or bribe for score or leaked question papers and sexual harassment of girls and male students are management challenges that cannot be overlooked by any responsible management. It is the expectation of the researcher's that all stakeholders should move from the status of being concerned with the challenges of examination malpractice to taking actions collectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

In chapter one of this research is the background of the study, theoretical framework, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study and scope of the study. The background of the study takes a close view of

the objective of education in training individuals to acquire requisite knowledge and skills in order to contribute meaningful to national development. The objective can be ascertained and only through periodic assessment and evaluation either in the form of test, examination, project or practical. The assessment faces a lot of challenges and the most prominent and disturbing one is the examination malpractice. In view of the increase involvement of students in colleges of education, management of these institution developed series of management strategies or approaches to arrest the problem. Among them are provisions of adequate resources and providing trained lecturers. Supervision of examination venues and setting strong investigative body, the Examination Malpractices Committee (EMIC) to investigate, prove and advice academic board on the disciplinary measures to be taken against culprits.

The statement of the problem captured the extent of damage done by the examination malpractices and how society dwell so much into it because of immorality that penetrated into the life of members of the society. The nature and trends followed by this menace and its perpetrators have become an issue of concern to the Management of Colleges of Education in the North-West Geo-Political Zone. This sub section digs out the bases of Examination Malpractices from the root and sustainable solution from managerial perspective. The research objectives focus on identifying forms of examination malpractices, its causes the effect of examination in colleges of education and the management approaches as well as challenges facing management of examination malpractices. Thereafter, research questions and hypothesis were developed based on the objective. The expectation is that the findings will bring sanity and academic success to the colleges of education.

Reviewed literature presented in the research was related to the forms, causes effects, management approaches and challenges facing management of examination malpractices. Issues related to the concept of examination, malpractices, forms of examination malpractices its effects, management of the crime and the challenges of managing examination malpractices were reviewed. The weaknesses of colleges of education examination system such as emphasis on memorization,

subjectivity, poor content coverage, administrative bottleneck and may others were adequately reviewed.

Reviewed in chapter two of the research were issues on the management of examination malpractice such as strategic management approach, leadership approach in which six different leadership styles namely, visionary, coaching, affilitive democratic, pacesetting and commanding were captured and reviewed. Other literatures reviewed are mentoring approaches and reviews of related studies.

Research methodology, comprising of research design, population of the study, sampling and sampling procedure and the instrument were captured. In chapter three. The same chapter also contains the procedure for the validation of the instrument by experts which is very essential in conducting research. Then pilot study aimed to ascertain the reliability of the instrument before the actual research. The instrument after the pilot test in the chapter was found to be reliable, which confirmed that it is accurate valid and can be used for future test. Sub-topic in chapter three include the administration of the instrument in federal college of education, Kontogora in which the researcher distributed questionnaire and then methods of data analysis adopted for the research on the management of examination malpractices.

The instrument for the actual research was distributed and retrieved with the help of research assistants. One way Analysis of Variance (ANOVA) of no significance difference in the opinion of lecturers, head of department, examination officers and students on the various objectives of the research at 0.05 significance level was used in testing the hypotheses. Bio data of the respondents consist of the type of college the respondents come from. There are two colleges of education used in the research, the federal and state colleges of education. The highest population of the respondents two hundred and twenty one (221) representing 67% is from state colleges of education. While one hundred and nine (109) respondents representing 33% percent were from federal colleges of education. The levels of students respondents indicated about 27.1% the highest

percentage were in 200 levels while other levels recorded different percentages. Also under bio data in the rank/status of the respondents in which students constituted two hundred and eighteen (218) of the total population representing 66.1 percent, followed by lecturers with one hundred one (101) of the total population representing 30.6 percent, then examination officers six (6) 1.8 percent and head of department five (5) equal to 1.5 percent.

The qualification of the respondents includes 218 students represented by 66.1 have O'level. While Head of Department, examination officers and lecturers make up 33.9 percent out of this 18.1 percent are lecturers with teaching qualification and 15.8 percent without teaching qualification. On the gender side of the bio data shows 187 representing 56.7 percent were male while 143 of the population representing 43.3 female.

In the analysis and discussions of data each of the objectives contain item statements seeking for the opinions of respondents. All of the items under each objective are represented in a table capturing the selection of the four respondents either agree or disagree with opinion.

There are five (5) tables representing the five objectives of the study and a total of one hundred and seven (107) items. Each of the table has an introduction of the item statement inform of the title of the table. Inside the table is the serial number, item statement, category of respondent, opinion of respondents recorded in frequency and percentage, then total frequency and percentage and the last two columns contain the mean and standard deviation. The item statement is the statement related to the little or objectives under which each of the respondents is expected to express his or her opinions. While the opinion columns contain the five Likert scaling of strongly agree (SA) agree (Ag) undecided (UN), disagree (DA) and strongly disagree (SD). Under each of this scale of the Likert was frequency in the first column and percentage in the next column. For convenience and easy analysis of the data collected, strongly agree and agree are merged together to represent agree while strongly disagree and disagree are also merged together as "disagree. Against this background

discussion of each item was presented under each table based on findings and to the best understanding of the researcher.

Five hypotheses formulated were tested using one way analysis of variance (ANOVA) of no significant difference as the statistical method. The testing of the hypotheses was at 0.05significance level. Four out of the five hypothesis were retained while one of the hypothesis, specifically hypothesis two that stated, there is no significant difference in the opinions of lecturers, head of department, examination officers and students on the various causes of examination malpractices in colleges of education in the North –West Geo Political Zone, Nigeria, was rejected. Therefore, this means that there is a significant difference in the opinions of lecturers' head of department, examination officers and students on the various causes of examination malpractice in the college. The significance differences here were in line with accusations on each other that is teachers, parents, government student management as the cause of examination malpractices. A similar opinions to the findings were expressed by Ahmad & Bala (2000), wilayat (2009), Atabong, Okpala, Abonden and Essombe (2010), John (2008) Ivor (2008), Godswill (2009) Anameze (1999) and many others.

The table of summary of the tested hypotheses comprises of the following columns: hypothesis statistical method used in testing the hypothesis, significance level, retained or rejected and retested hypothesis according to the findings.

Furthermore, discussion of measure findings was presented in section 4.6.1 – 4.6.5 interpretations of findings was presented under each item statement which may either be inferred from the data or through deductive analysis. The major findings indicate that new forms of cheating are used in the colleges such as hi-tech examination cheats and use of threats and that the major threats to effective management of examination malpractice is that of inadequate trained teachers, inadequate infrastructures and corruption.

5.2 Conclusions

The conclusions that can be drawn from the findings of the research were stated as follows:

1. The dimensions of examination malpractice are inconsistent in colleges of education in the North West Geo Political Zone, Nigeria. The malpractices range from the ancient leakage of question papers, impersonation, giraffin/copying from colleagues, bringing of foreign materials into examination hall, substitutions of exam scripts, mass cheating, collusion to the modern form of cheating using electronic devices such as mobile phones MP 3 and Mp 4 to take advantage of others. These forms of examination malpractice continue in the colleges in spite of various efforts that the concerned bodies put in place. Hence, the status remained more else the way it is. This implies the need for continuous and concerted effort by the stakeholders to make students, parents, and teachers, school managers, examination officers etc see reasons for the war against examination malpractices and imbibe by examination ethics.
2. That the causes of examination malpractices in colleges of education are numerous and from the findings of the research it appears that respondents agreed with some itemize causes at different percentages in a similar way they disagreed with other causes at different percentages. Some examples includes:
    i. Students cheat in order to please parents
    ii. The fear of failure by students
    iii. Questions asked by lecturers from the course content not covered by lecturers and others.

Still on the causes of examination malpractice some of the respondents disagreed with the certain causes some examples are:

i. Lack of supervision of exam hall by provost or his deputy as the cause of cheating.
ii. Lack of supervision by the examination officers or head of departments.

iii. Creating confusion when scripts are brought late in order to cheat and so many othe

3. The research has identified some effects of examination malpractice in the colleges of education in the North-West Geo-political zone. The responded agreed with all the effects of examination malpractices example as stated below:

(i) It is an embarrassment to the college

(ii) The certificate issue lost credibility

(iii) Resources are wasted through leakage and others.

4. That diversified management strategies are used in solving the problems of examination malpractices. Based on the findings some of the management strategies are identified below.

   i. Engaging highly qualified lecturers to teach courses at all levels and more importantly at the lower level.

   ii. Inculcating moral and religious values on the students and members of the college community.

   iii. Campaign and sensitization program at any available opportunity on the ills of examination malpractices.

5. The findings of the research identify among others the following challenges to the effective management of examination malpractices in colleges of education in the North West Geo Political Zone, Nigeria:

   i. Lack of modern sophisticated gadgets such as secret cameras, computers, and electronic detecting equipments to detect culprits at the point of entry into the examination hall.

   ii. Inadequate funding to sponsor lecturers for conferences, workshops, or seminars in order to improve their teaching skills.

iii. Inadequate or no monitoring of printing process and distribution of question papers leading to leakages of examination question papers by bad lecturers and bad computer operators or any officers handling the question papers.

5.3 Recommendations

The researcher wishes to recognize and uphold the conventional management approaches or recommendations for the control of examination malpractice in schools and colleges and at the same time proper technical management approach that may reduce cheating to zero level in colleges of education. Research findings and literature are numerous to attest to the conventional methods Yaroson (2004) Odogo (2008) Dibu (2007) Ijaiye (2010) Nwamarade (1999) Kobiowu and Alao (2005), John (2008) Uduh (2009) Onyechere (2004).

5.3.1 Conventional Management Approach

The researcher considered these approaches as conventional because they have being in practice for quite some time and traditionally accepted to be valid and relevant measures in reducing examination malpractice. They are:

a. Improvement in the delivery of instruction at all levels but more importantly at the foundation level i.e. Primary level to help students that are academically weak. This category of students is more vulnerable to cheating.
b. Supporting the use of mobile and other electronic gadget should be banned in the examination hall.

c. Provision of adequate infrastructure in the college for effective teaching and to avoid overcrowded class in order to discourage examination malpractice giraffing copying.
d. Organize seminars, conferences and workshops at various levels to sensitize students' teachers and the public on the evils of examination malpractices. Print and electronic media should also be used in the campaign
e. Great need for teachers and students to avoid all forms of gap in their knowledge of their various subjects in order to solve problems of examination malpractice.
f. Moral training of students should be intensified at home, school and other social gathering through good exemplary character by parents, lecturers and other elders.
g. Guidance and counseling services should be provided in the colleges. Adequate fund and facilities be made available to counseling units to guide students on good practices during examination.
h. Regular review of lecturers, and examination functionary's remuneration to prevent them from collecting bribe.
i. Conduct frequent and in announce visits to examination halls by head of department, provost, deputy provost, exam officers.
j. De-emphasizes on certificates as a major requirement for employment and promotion.
k. Enforcement of stiff penalty as contained in the examination malpractice act of 1999 and colleges of education students' handbook such as, with holding results of affected students, cancellation, suspending the students from the college, dismissal of staff caught cheating or supporting it.
l. Teaching should be supported by bill to be a profession for only those who can, who are able and who are willing and posses teaching qualification. Hence teaching must cease to be an all comer's job.

It should be noted that the management approaches stated above and many others remain largely ineffective, in eradicating E.M. and examination malpractice continues to increase at all levels

of the educational system in Nigeria. Therefore, there is need to evolve a more active and sustainable strategy to avert students from cheating and salvage the system from losing the desired credibility

5.3.2 The Technical Management Approach

The approaches discussed under this subsection are considered technical by the researcher because managing examination malpractices requires a unique and a practical skill that must be acquired through training due to its complex nature. After acquiring the skills it must be internalize and put into practice by all concern in order to win the battle .Based on the findings of this research and many other researches carried out before shows accusing finger on teachers for students failure and falling standard of education, increase rate of examination malpractices and many other school problems. Therefore, it is the belief of the researcher from the foregone findings and discussions that teachers role should be scrutinize to find the lasting solution more especially that of examination malpractices which is a complex multi dimensional phenomenon.

To succeed in controlling examination malpractices in colleges of education, multiple dimensions strategies should be employed. The focus and the most effective of them all to the belief of the researcher is teacher effectiveness strategy. There are abundant evidences which are overwhelming which prompted the researcher to focus attention on teacher effectiveness as the most valuable lever for system wide improvements and a measure against examination malpractice in colleges of education in the North-West Geo-Political Zone, Nigeria.

A preview of Nigeria history shows that little significance was attached to examination results prior to independence for the simple reason that with little or no education, one could get a job or be self employed and become contented. Achievement and social progression was not tied to the acquisition of higher qualifications or certificates but was based on competence (Ahmad and Bala 2000).

This situation might be the reason why candidates were not looking for certificates desperately. Then after independence to early 70's and 80s the importance attached to examination and certificates started increasing while skills input and competence requirement start decreasing. Getting good job becomes a matter of having higher certificates, so also promotion. Hence, there was increase drive to acquire certificates by all means including fraudulent way of cheating.

Another reason was that the Nigerian economy was sound during the period after independence through 70s and 80s the purchasing power of the civil servants was very high. Therefore, teachers and law enforcement agencies salaries was quite enough to make them work hard and to keep students away from thinking of examination malpractice which was very minimal that period. The lecturers of that time hardly engaged themselves in any distractive practices in order to earn additional money. Hence, they are highly committed to research and effective teaching. Therefore, there was no gap in knowledge as lecturers pay full attention to their students. This situation leads to the presentation of students that are highly prepared and motivated to face the challenges of any examination.

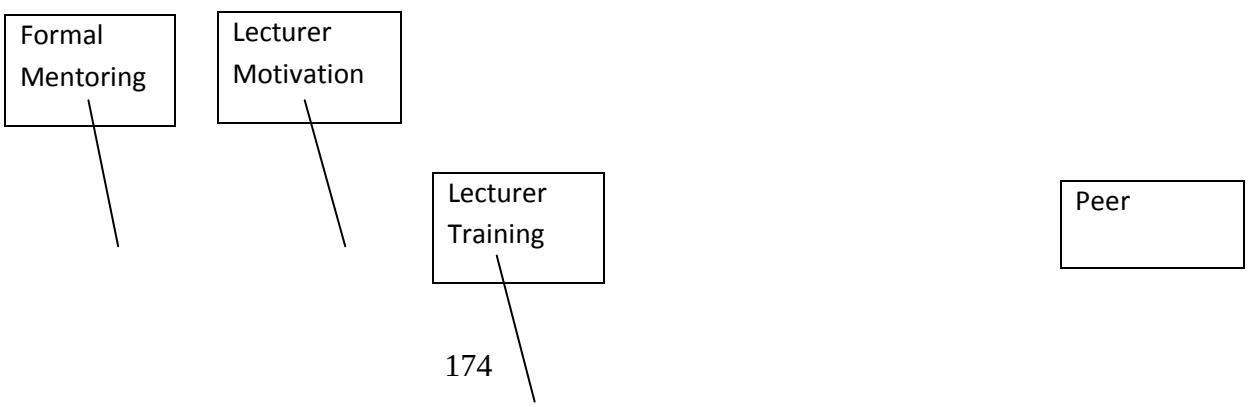
But with the change in economy structural adjustment programme (SAP) and decrease in purchasing power the lecturers turned into part time farming, petty trading, commercial vehicle drivers, suppliers, contractors etc. This reduces lecturers' commitment to effective teaching, and candidates were presented for examination unprepared 50 to find means of making the ends meets, students resort to cheating, giving bribe to bad lecturers bad computer operators and bad law enforcement agencies. The rate at which examination malpractice increases was fueled by desperate need for certificate in addition to the dwindling economy, the issue of moral decadence and indiscipline that engulfed the Nigerian society.

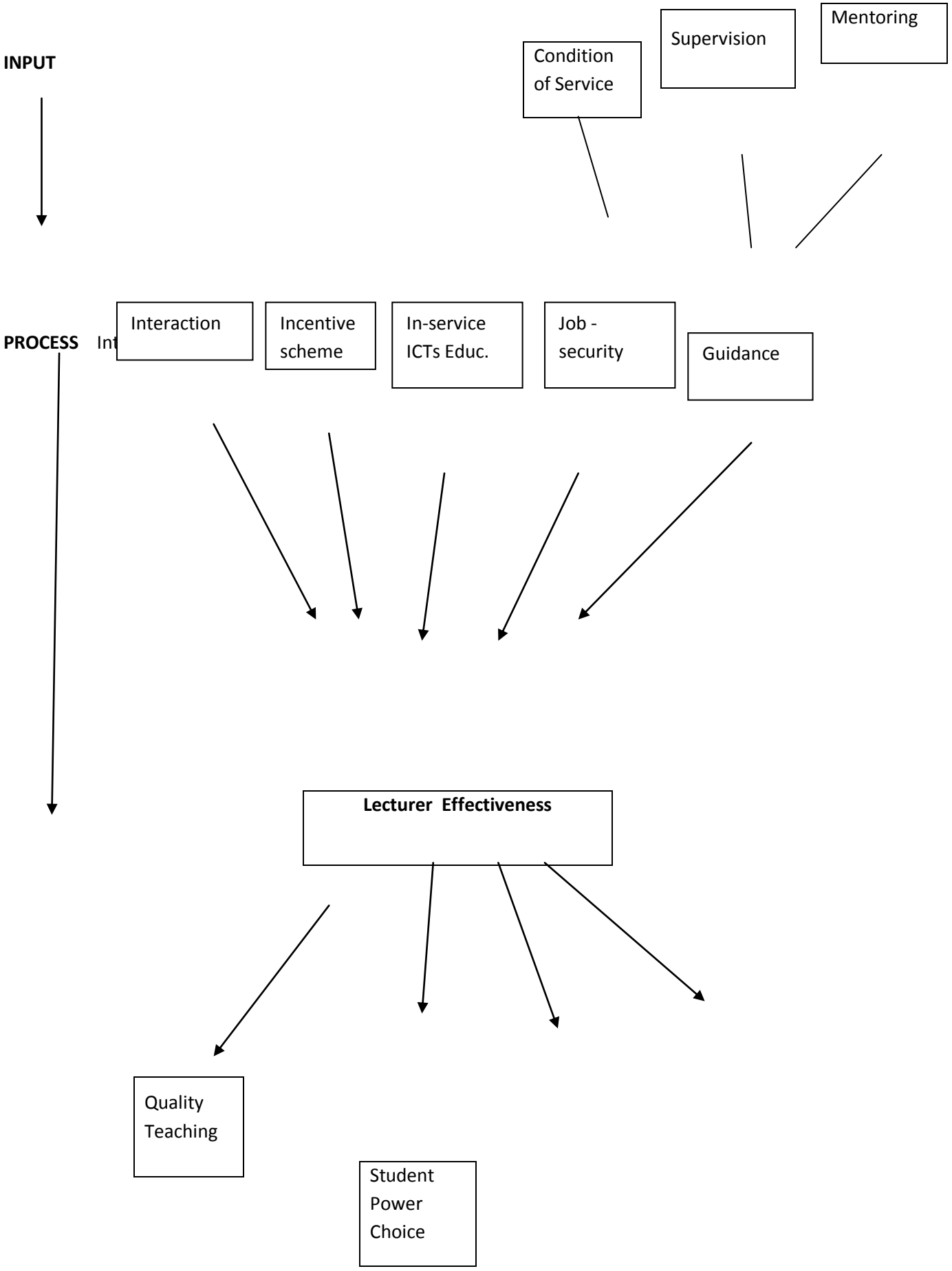
The recent development witnessed in the country with regard to rampant cases of examination malpractice necessitate the researcher to develop teacher effectiveness model in figure 5.1 as a means of improving educational system and empowering students to face examination

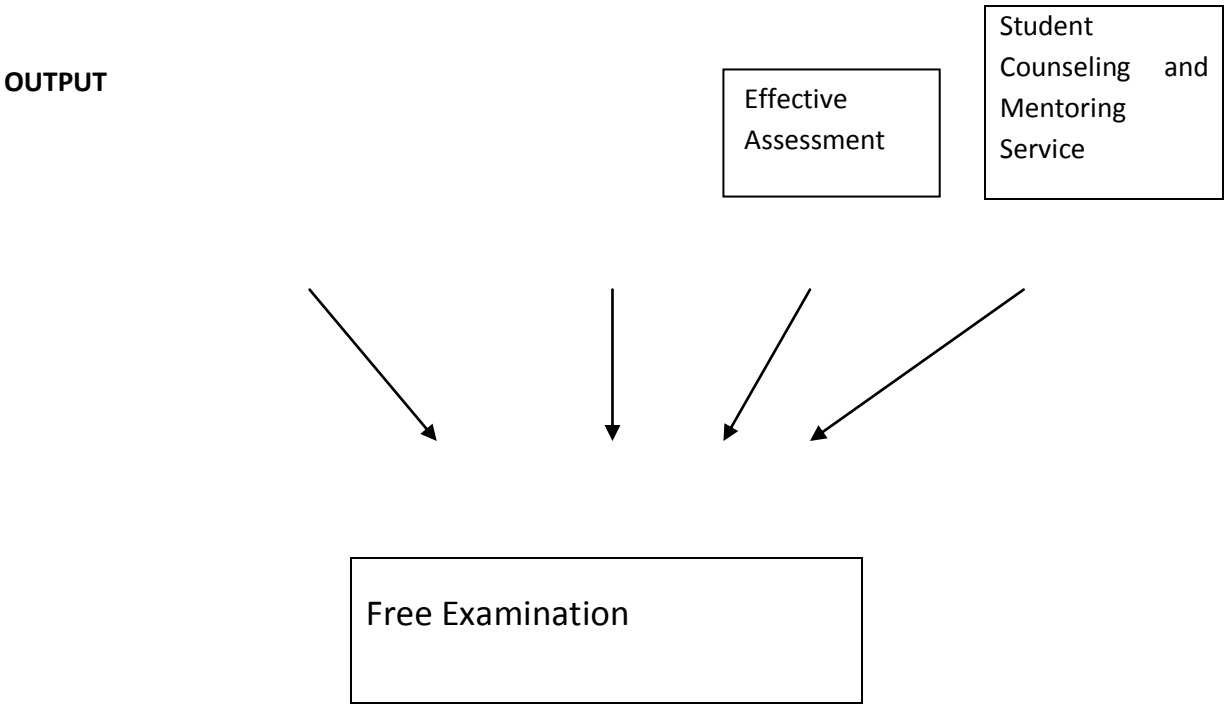
with confidence and not to indulge into cheating. There are abundant evidence for the relevance of investing in improved teacher effectiveness system as the most successful method of improving students learning and creating top performing education system, these and other evidences are featured by Jensen (2010). Other views worthy of acknowledging include: Hanushek et al (1998) Rockoff (2004) Aaronson et al (2007) Nye et al (2007) Leigh and Ryan (2010), who maintained that impact of teacher effectiveness out weights the impact of any other school education program or policy: OEC (2009) opine that "teachers have a greater impact on students learning than any other factors outside the family background. In a similar vein, research findings on the relationship between teacher effectiveness and students performance are remarkably consistent. For instance Australian research measuring how much teacher effectiveness improves students performances is similar to findings in other countries (Hanushek, 1992) Sanders and Rivers (1996), Jordan et al (1997b) Leigh (2010). Furthermore, their findings on the differences between a student's achievement with an effective teachers and a student with less effective teacher echoed international research. The report shows that the gap in outcomes between a student who has a less effective teacher and a student's who has a highly effective teacher can be as much as a full year's differences in achievement (Hanushek, 1992).

Based on the historical background and evidences above, the researcher developed model in figure 5.1 for used as a management strategy to controlling examination malpractice in colleges of education as shown below:

Figure 5.1 Model on Lecturer Effectiveness in the Control Examination Malpractices in Colleges of Education in the North-West Geo-Political Zone, Nigeria




INPUT
Condition of Service
Supervision
Mentoring
PROCESS
Interaction
Incentive scheme
In-service ICTs Educ.
Job - security
Guidance
Lecturer Effectiveness
Quality Teaching
Student Power Choice



Source: Developed by the Researcher, (I.M. Tanimu), 2015

The model is developed bearing in mind that stopping examination malpractice must start from the root, and the root is improving teacher efficiency. Thus, the teacher effectiveness model has two major components the **input** and the **output** while teacher is the centre of the entire model from which all other things revolved.

The input

Formal mentoring

Is a learning or counseling relationship between an experienced person who shares his or her professional expertise with a less experience person in order to develop the skills and abilities of the less experience Person EOWA (2012).

In the formal mentoring the lecturers gain personal and professional satisfaction from the mentor. It is a relationship based upon encouragement, constructive comments, openness, mutual

trust, respect and willingness to learn and share ideas between a more experienced lecturer (mentor) and less experienced (mentoree). This is more relevant in the early period of services of unqualified lecturers. The advantage of mentoring is that it is free and thus drastically reduces the cost of financing the training programmes for teachers (UNESCO, 1997).

Lecturers Motivation

It should be noted that what attract newly qualified lecturers to teaching in colleges is appreciable salaries and prestige. Motivation requires incentive schemes to lure and retain qualified lecturers, through salary supplement and allowances such as teaching practice allowances, project supervision allowance, laboratory allowance etc.

Active participation of lecturers in decision making that affects teaching learning process is another honour and motivational strategy that makes lecturers committed and effective. Equating lecturer's salary with other profession prevents distraction and also prevents lecturers from quitting for more lucrative jobs. Merit or national award given to other individuals that excels in their jobs be extended to lecturers that also excel. Job prospect, Job security and many others are all motivation factors that improve teacher effectiveness.

Lecturer Training

Following the step of countries that perform well in education such as Finland, Japan Singapore, South Korea etc (Aaroon, 2003) three main emphasis in their teacher training can be considered in the training of lecturers in colleges of education: help teachers develop, and improved facilitation skills, rather than transmission skills; health education (mental health issues as they affect classroom activities); ICTs development and utilization for ICTs in teacher training will affect the method, and content of teaching especially when using power point. With ICTs lecturers improved their roles as an adviser, mentor, a planner, a technician, a link between the students and computer, an educator or a combined educator and technician (Jedeskog, 2000); and in service training, conference and workshops are essential in teacher training.

Condition of services

Condition of service is an important activity that ensures lecturers effectiveness it consists of: Recognition and application of recruitment policies of lecturers so that it does not endanger professional standards and learning quality; retaining practices and job security; freedom of association; lecturers' management system based firmly in manpower planning; lecturer's management built in to includes appointment and immediate replacement if the need arise; collective dialogue, and bargain boost the morale of lecturers; provision of relevant working facilities; and Provision of more efficiently and timely salary payment system.

Peer Mentoring

In peer mentoring professional competence of each colleague benefits the other (Mkpa, 2002) peer mentoring is one of the best mentoring approach to lecturers' effectiveness and it is costless and safer. The process includes: Professional assistance or guidance on any aspect of the mentoree discipline where he/she is defective; assistance in setting questions, marking or scoring; professional guide on classroom management and effective invigilation.

Supervision

Supervision exercise is built on mutual cooperation to improve teaching learning process in the colleges. The activities looked into: implementation of curriculum; classroom management; effective teaching; adjustment between enrolment level, learning conditions and working conditions of teachers; rendered professional guidance's in teaching; checked the availability and relevance of physical facilities or otherwise for improvement of teaching; and checked lecturers' behavior and his relation with students.

Therefore, integration of the six items into lecturer education system brings about lecturer effectiveness. And the lecturer effectiveness determines the output of the system.

Lecturer Effectiveness Output

The output consists of products of the various input put into lecturer effectiveness translated into action by the teacher. It is the basis in which parents select school for their children, because of what they believe that their children will achieve much at the end of the teaching learning session. The outputs are:

i. Quality teaching

The skills acquired and motivation put into lecturers effectiveness yield quality teaching it has become prominent through: effective handling of the content aspect of the curriculum; possession and display of pedagogical skills to teach the content effectively; helping students to develop higher order thinking skills; making learning more motivating and interesting; enriching the contents through creativity input; champion ethical and moral revolution; and serve as a model in all aspect of life inside school and outside the school.

ii. Student Power Choice

The wisdom behind using student power choice is to allow students choose his course according to his potential but with guidance from adult. The sense of originality and ownership due to students' conviction prevent him from embarrassing himself through cheating. Thus, students' power choice is another guidance strategy employed by an effective lecturer to enhance student motivation and performance, which is a key to students' independence to face academic challenges. In this approach students are allowed to choose and pursue their desired goals (Nwamaradi, 1999). In a similar vein Kohn (1993) connected students choice to motivation when he asserted that

students who were deprived of choice were also likely deprived of motivation. Stone and Madigan (2008) cited in Becker who suggested that "a greater amount of choices available for the student promotes a greater sense of ownership and consequently higher levels of motivation and commitment". This approach minimizes cheating because of imposition of course by parent or the college. However, a point of caution here is that although choices were generally a desirable option of the students, it also needs to be guided by an experience adult. In guidance by the adult the potentials exhibited by the students should be taken into consideration. Supporting the issue of guidance by the adult was the research carried out by Baum and Nicholas (2009) and Powell and Kusuma – Powel (2011) indicated that students with not just more choices of contents or presentation, but with teacher guidance developed their understanding of the process making an informed choice.

iii. Effective Assessment

It may be recalled that part of the responsibility of a lecturer is to set meaningful questions free from ambiguity or vague instructions and the question itself. The response of respondents in this research indicated that lecturer that set vague questions compel students to cheat in order to pass. The best assessment takes cognizance of the three levels domain- Cognitive, affective and psychomotor domain. Unlike the assessment these days that is almost 100% cognitive in nature. This led to rush by weak students to cheat in order to meet up and get the certificate. The question should not also be overloaded; the lecturers should be encouraged in preparing assessment that is flexible and innovative; effective lecturer assessment provides feedback on his instructional method in order to improve his performance in the future i.e. the data enable self assessment by the lecturers; the use of higher continuous assessment will help in controlling examination malpractices; an assessment procedure to takes into account the learner's performance throughout the entire period of schooling is likely to be more valid and more indicative of the learners overall ability (FME, 1998)

iv. Students Counseling and Mentoring Service.

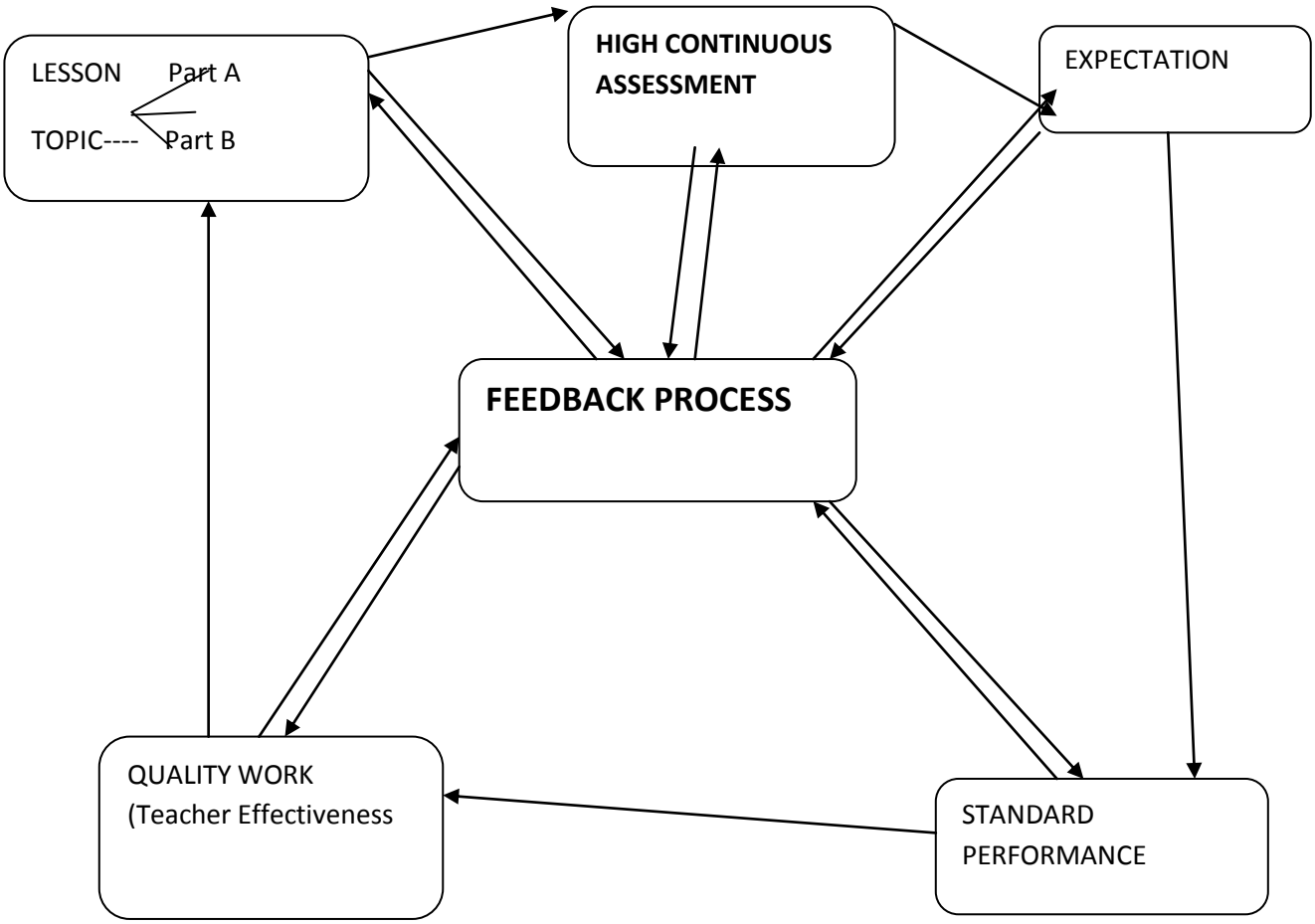
Students counseling and mentoring services contribute significantly to the moral and academic stability of the student and sensitize students on the various vices in the college. To this end the following may help in students' treatment viz–viz counseling and support services; students guidance scheme should be organize to replace family guidance; mentoring schemes should be put in place to provide intellectual support to the youth; guidance and counseling units should counsel students on study habits and career choice; and students should be counseled in the choice of course option where they have natural inclination, competence and interest (Mamman, 1998)

Therefore, the final product of lecturers' effectiveness is a system, which produce free examination malpractices student (the final output) that did not engage in any form of examination malpractices, because they are well trained, well prepared and they are confident to face any examination challenges due to their exposure to different skills, mentoring, counseling and opportunity to make a learned choice of their career. That is the wisdom of lecturers' effectiveness model for the control of examination malpractices in the colleges of education and other institutions of learning.

5.4 High Continuous Assessment and Feedback Approach

In respect of findings that indicated the engagement of students into cheating might be attributed to the nature of the question paper being vague, out of context or irrelevant and higher score of 60% slotted to on end of semester examination alone, while continuous assessment is just 40%. Many other factors associated to inadequacies of lecturers in setting standard questions were featured in this approach. The researcher thus, recommends the use of high continuous assessment and feedback model as shown in figure 5.2 as a solution to their problem of examination malpractice, in Colleges of Education in the North West Geo-Political Zone Nigeria.

Figure 5.2: Model on the use of High Continuous Assessment and Feedback as a Strategy in the Control of Examination Malpractices in the Colleges of Education in North West Geo Political Zone, Nigeria.



Source: The Researcher (I.M. Tanimu), 2015

From the findings of the research the respondents attributed too much score weight on the final examination as one of the reasons why students cheat, this is in line with views of FME (1985) Ogunkola (2006) Graham (2004) who suggested the use of higher continuous assessment or school based assessment as a means of preventing cheating. For students believed that one of the aims of assessment is to alleviate the peak pressure of a single final examination, i.e. the one – slot test on which everything depends. The model is in a cyclic nature with lesson, assessment; expectation, standard performance and quality work all revolving round the feedback. The feedback relate to all other elements in the cycle in a reversible relationship manner in which information is received, analyzed and replied back to sender on the status of performance .

a. **Lesson topic:** This is the starting point of teaching in which topic is selected and broken into parts e.g. part A, B and C, D etc for student practice. The activities involve teachers' student interaction.

   The contributions of students in every particular step of the lesson indicate his progression and to be documented as part of his cumulative continuous assessment. Continuous assessment is an important instructional goal that enhances the overall learning experience and includes four key components according to Fink, 2003. These types of questions/exercise are forward looking assessment requires students to look beyond the conclusion of the course. The teacher here considers possible future situations in which students might need such knowledge and then create a question which should be open

ended; The criteria and standard that will be used to assess student performance; Create sufficient opportunity for student self assessment. It may be performed individually or in-group settings. To be successful students need to understand the appropriate criteria and standards for evaluating and assessing their performance; Teacher generated feedback, which should be quality oriented and here the following characteristic be noted, frequent, immediate, discriminating and loving.

b. Higher Continuous Assessment: As an attempt to deter students from cheating during examinations, government of some countries embarked into moderated school based assessment (SBA). This type of assessment extended beyond paper and pen/pencil examinations and what courses are offered i.e. extending beyond academic subjects. Places like Hong Kong, Queensland etc practiced SBA. The assessment involves teacher judgments' of the quality of student based on specified performance standard or criteria. In Nigeria where the assessment consist of continuous assessment of 30% and 70% exams at both junior and secondary schools NPE (1998) while 40% continuous assessment and 60% semester examination (NCCE minimum standard). The benefit and advantage of alleviating the peak pressure of a single final examination can be enjoyed by converting continuous assessment to take 60% while examination takes 40%. By this approach the learner may not be desperate to pass by all means when it is time to write final examination that is just 40% and the student may not bother engaging into examination malpractice to justify the teachers' judgments the following Suggestions to be considered for implementation: Lecturer should be flexible and innovative in their instruction and assessment (Ojerinde and Falayajo cited in Ogunkola (2006); Questions, marking schemes and marked scores should be moderated; Judgment of student learning should be appropriate and justifiable (valid) in terms of evidence on which it is based; Highly qualified lecturers are essential in the implementation of high continuous assessment score option (Ogunkola, 2006); The continuous assessment should be cumulative judgments and should be provided in an encouraging manner.

c. Expectation

Expectations are positive aspect of students' performance. The teacher clarifies expectations before students engage in the lesson, by doing so the students will learn how to assess their own performance in the future. The students know what they should do, how they can do it and when they are to do it. Expectation in this context enhances autonomous learning and achievement in a more relaxed familiar setting.

d. Standard Performance

Standard performance offers a more comprehensive appraisal of students' performance. It is a mutually acceptable standard that is specific, constructive, frequent, and positive and the questions asked are open ended. The following should be noted in developing standard performance: Provide detailed guidelines and assessment criteria to ensure consistency in the teachers' assessment here the regulatory agencies such as NCCE/ Academic Board have vital role to play; Ensure that the work students submit is their own, record the sources of information used and acknowledge them properly in their work; Complete the assessment tasks honestly and responsibly in accordance with the stipulated requirements (HKEAA, 2008).

e. Quality work (Teacher Effectiveness)

Quality work was discussed under figure 5.1; however, quality work in this context requires teachers to have an appropriate expertise which will assist them in designing assessment professionally and ethically. A premium here is placed on assessment expertise. Moderation conversations among lecturers about students' performance help a lot in improving quality work.

Therefore, it is important for lecturers to identify the characteristics of high quality work (criteria). Then the teacher should identify those qualities which separate acceptable from outstanding work (Standard).

Feedback Process

Feedback highlights those areas of performance which satisfied standard and expectations. Feedback as a process in this context is important in eradicating examination malpractices in colleges of education in North West Geo Political Zone, Nigeria. In the first instance it helps students know their strengths and weaknesses through quality feedback from teachers at intervals, leading to continuous improvement in future encounters. Secondly, feedback as an important component in which all other elements revolve around it help in creating a classroom environment which encouraged active learning and courage in facing academic challenges on the part of the students. In the third instance, information obtained from the feedback and assessment process provides immediate notification or signal to the lecturer which of the learning objectives were met or not, the effectiveness of specific learning activities and those activities which should be adjusted or eliminated.

Better teacher link (2010) stressed further, on the effectiveness of feedback and assessment on helping students to meet performance outcomes. This type of information may also be valuable in designing future outcome based assessment methods.

5.5 Suggestions for Further Studies

Based on the findings and conclusions of this research, the following recommendations for further studies are made:

1. That further studies and researches be conducted on preventive strategy that may not necessarily wait for the crime to be committed before corrective measures would be put in place to correct the anomaly (curative strategy). The preventive approach using teacher effectiveness model developed by the researcher may be further enhanced for implementation by government that owned colleges' and private organization colleges.

2. If virus infection like HIV/AIDS and Ebola can be adequately managed by expert medical doctors then it is the believe of the researcher that if further investigation in psychological, sociological, morality and other determinants of behavior are intensified, examination malpractices in all colleges of education and other levels of education in Nigeria will be a thing of the past (History).
3. Research on other vulnerable areas like the total implementation of School Based Assessment (SBA) at all levels of educational system in the country will do a lot of good in alleviating the peak pressure of a single final examinations and subsequently examination malpractices may be eradicated. Places like Hong Kong and Queensland have record a tremendous achievement in student performance using school based assessment (SBA)
4. A lot of researches are needed in the field of information and communication technology (ICT) especially in developing toolkits for policy makers and for teacher effectiveness in the management of examination malpractices. In the same vein to make the ICT accessible to even villagers were power supply is inefficient thus, research on other options be considered such as the use of mobile phones and radios.

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APPENDIX A

A QUESTIONANIRE ON ANALYSIS OF THE MANAGEMENT OF EXAMINATION MALPRACTICE IN COLLEGES OF EDUCATION IN NORTH WEST GEO POLITICAL ZONE, NIGERIA

Department of Educational Foundations and Curriculum,

Ahmadu Bello University,

Zaria

23/5/2014

Dear Respondent,

I am a Ph.D student in Educational Administration and Planning in Ahmadu Bello University Zaria and currently undertaking a research on Analysis of the Management of Examination Malpractice in Colleges of Education in North West Geo Political Zone, Nigeria. I seek your kind assistance to the issues in the questionnaire. The information provided will be used for the purpose of research only.

Thanks for your cooperation.

Ibrahim Muhammad Tanimu

Ph.D/EDUC/1263

SECTION A

Please Tick (✓) in the appropriate box

1. Type of the College- (a) Federal ( ) (b) State( )

2. STUDENT LEVEL (a) Nil (b) 100 ( ) (c) 200 ( ) (d) 300 ( ) (e) 400 (Part Time) ( )

3. Rank/Status (a) Chief Lecturer ( ) (b) Principal Lecturer ( ) (c) Senior Lecturer ( )

(d) Lecturer I ( ) (e) Lecturer II ( ) (f) Lecturer III( ) (g) Student ( )

4. Qualification (a) O LEVEL ( ) (b) B.ED, ( ) (c) B.A, ( ) (d) B.SC, ( ) (e) M.ED ( ) (f) M.SC, ( ) (g) PH.D ( ) (h) BA/PGDE, ( ) (i) B.SC/PGDE( )

5. Age (a) 20-25( ) (b) 26-30( ) (c) 31-35 ( ) (d) 36-40 ( ) (e) 41-45 ( )

(f) 46 and above ( )

6. Gender (a) Male ( ) (b) Female ( )

7. Years of Studies or Teaching in the College of Education (a) 1- 5 Years ( ) (b) 6-10 Years ( ) (c) 20 Years and Above ( ) (d) NCE 2 ( ) (e) NCE 3 ( )

SECTION B: Forms of Examination Malpractices in Colleges of Education in North West Geo-Political Zone, Nigeria

S/NO	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
8.	Cheat notes are used to do malpractice during examination in my college					
9.	Students connive with invigilators to cheat during examination in my college.					
10.	Students use girrafin to cheat during examination in my college.					
11.	Student impersonate during examination in my college.					
12.	Students connive among themselves to cheat in my college.					
13.	Students bring in prepared answer sheet into the examination hall to cheat in my college.					
14.	Bad lecturers leaked question papers before examination to students in my college.					
15.	Bad computer operators leaked question papers before examination to students in my college.					
16.	Substitution of answer booklets by bad lecturers is common in my college.					

17.	Students use MP3 player to download answers and cheat during examination in my college.					
18.	It is common to see students negotiating with bad lecturers for score in my college.					
19.	Students use to write answers on cloths, white handkerchief or body part to cheat in my college.					
SECTION C: Causes of examination malpractice in Colleges of Education in Nigeria						
S/NO	**Item Statements**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**
20.	Students cheat in my college because they believe everyone does it.					
21.	Students in my college cheat because they do not prepare well.					
22.	Students in my college cheat during examination in order to please their parents or their sponsors.					
23.	The fear of failure by students in my college makes them cheat.					
24.	It is student that do not attend class regularly that cheat in my college.					
25.	Students cheat in my college because their teachers have not taught them adequately.					
26.	Students cheat more in overcrowded examination halls in					

	my college.					
27.	Lack of clearly stated examination rules in my college is responsible for students' involvement in examination malpractice.					
28.	Non-implementation of examination rules in my college is responsible for the involvement of students in examination malpractice.					
29.	Students in my college create confusion when scripts were brought into the examination hall late in order to cheat.					
30.	Students cheat in the examination hall where invigilator is reading novels, newspapers or discussing outside the class in my college.					
31.	Lack of supervision of examination halls by head of department is responsible for examination malpractice in my college.					
32.	Lack of supervision of examination hall by the provost or his deputy is responsible for examination malpractice in my college.					
33.	Students cheat in my college because they spent more time on parties and watching films instead of studying.					
34.	Students cheat as a result of distractions by crying babies and other activities close to examination halls in my college.					
35.	Students cheat in my college when they are too many in the hall for invigilator to supervise.					

36.	Students cheat through giraffin or exchange of cheat notes when the sitting arrangement is too close in my college.					
37.	Questions asked from the course content not covered by lecturers make students cheat in my college.					
38.	Students in my college cheat when they discover that head of department, examination officer or invigilators are collecting bribe.					
39.	Students that did not understand teaching due to poor teaching methods cheat in my college.					
40.	Crash program or teaching wide course content in a short period of time cause examination malpractice in my college.					
41.	Lack of instructional facilities in my college is responsible for examination malpractice.					
42.	Loaded examination time table or too many examinations per day cause examination malpractice in my college.					
43.	Most of the students caught cheating are those admitted into my college without minimum entry requirement.					
44.	Lack of counseling or absence of adviser –advisee programs in my college make student cheat.					
45.	Poor attitudes of teachers such as dishonesty or sexual harassment cause cheating in my college.					
46.	Bad teachers allowed students to cheat in my college so as to cover					

	up their teaching weaknesses.					
47.	The student's in my college cheat because they belief that the society attaches more importance to certificate for employment than the actual skills.					
48.	Bad lecturers leaked question papers to girls' students before examination in exchange for sex in my college.					
49.	Bad lecturers leaked question papers before examination for money in my college.					
50.	Vague instructions on the question paper cause examination malpractice in my college.					
51.	Poor professional leadership of head of department and examination officers causes cheating in my college.					
52.	Ignorance of codes of conduct and examination ethics is responsible for teachers' involvement in examination malpractice in my college.					
53.	Students cheat in courses that are more theoretical in nature in my college.					
54.	Student cheats in an attempt to satisfy minimum universities admission requirement.					
55.	The fear and feeling of inferiority complex for failure makes student cheat in my college.					
56.	Parent involvement in bribing staff in my college influence students' attitude to cheating.					

57.	Sudden change in curriculum cause student to cheat during examination in my college.					
58.	Blind competition for higher grade among students in my college causes examination malpractice.					
	Section D: Effects of Examination Malpractice					
S/NO	**Item Statements**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**
59.	Increasing rate of examination malpractice by students is an embarrassment to my college.					
60.`	The certificates issued by my college lost credibility due to rampant examination malpractice.					
61.	My college waste resources in reprinting leaked papers.					
62.	Examination malpractice plants the seeds of fraud and corruption in the mind of my college students.					
63.	The time and other resources of innocent students are wasted as a result of cancellation of leaked papers in my college.					
64.	Expelled students caught cheating from my college become trouble makers in the city.					
65.	NCE students that graduated through examination malpractice from my college are produced as					

	half baked.					
66.	Students caught cheating in my college threatens and intimidate lecturers for doing their job.					
67.	Very little learning and teaching took place in my college due to students involvement in examination malpractice.					
68.	Examination malpractice affects performance of my college students in teaching practice.					
69.	Examination malpractice lead to social inequality in my college as cheaters got undeserved scores.					
70.	Examination malpractice is a hindrance to sustainable future development.					
71.	Examination malpractices produce students with bad character such as bribery and corruption, injuring or killing colleagues and staff that stand on their way.					
72.	Students that cheat in my college commit professional errors more especially in the laboratory that result into injury and destructions of equipment.					
73.	Examination malpractice leads to fraudulent labor force and less productivity after graduation.					
Section E: Management of Examination Malpractice in Colleges of Education						
S/NO	**Item Statements**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**

74.	Engaging highly qualified teachers at lower level NCE classes help in controlling cheating in my college.					
75.	Employing qualified teachers in all subject areas help in controlling examination malpractice in my college.					
76.	The use of higher continuous assessment score will be a solution to cheating during examinations in my college.					
77.	Moral and religious counseling prevent student from cheating in my college.					
78.	Examination malpractice is controlled in my college by punishing students caught.					
79.	Campaign against examination malpractice during orientation and matriculation helps in controlling examination malpractice in my college.					
80.	Designing curriculum that emphasizes practical skills help in the control of examination malpractice in my college.					
81.	Recognition and awarding excellent performance by student in my college minimize cheating during examination.					
82.	Providing relevant text books and internet facilities to students help in controlling cheating in my college.					
83.	The campaign for parents support against examination malpractice by					

	my college authority help in controlling examination malpractice.					
84.	Appointment of men of good character and personality as college provost serve as a model for students to emulate in my college.					
85.	Improving conditions of services for teachers control their involvement in examination malpractice.					
86.	The head of department style of persuasion and motivation of students encourage them to shun away from examination malpractice in my college.					
87.	The provost leadership style of involving teachers in decision making help in controlling teachers' involvement in examination malpractice in my college.					
88.	Mentoring program through useful advice on how to pass examination without cheating encourage students to study hard for success in my college.					
89.	Appointment of men of good character as an examination officers, and invigilators reduces/eliminate their involvement in examination malpractice.					
90.	Providing well spaced furniture's for writing examination prevents students from cheating in my college.					
91.	Provost and examination officers'					

	dictatorship styles stop examination malpractice in my college.					
92.	Informal mentoring use by teachers changes student's attitude towards examination malpractice more than formal mentoring in my college.					
93.	Provost openness to receive suggestion from any member of my college help to solve problem of examination malpractice.					
94.	Involvement of teachers in the design of my college curriculum, help in the control of examination malpractice.					
95.	Involvement of head of departments in the making of curriculum content assist in controlling students involvement in examination malpractice					
96.	Fairness in the conduct and scoring of exam in my college minimized fear of failure and result cancellations as well as cheating during examination.					
97.	Presence of security personnel at the venue of examination in my college reduce student's temptation to cheat.					
	Section F: Challenges of Managing Examination Malpractice in Colleges of Education in Nigeria					
S/NO	**Item Statements**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**

98.	Lack of modern sophisticated gadgets to detect and control examination malpractice is a big challenge to the management of cheating in my college.					
99.	Interference in decision making by politician at the top affect management of examination malpractice in my college.					
100.	Inadequate monitoring of printing process and distribution of question papers create problems in the management of examination malpractice in my college.					
101.	Biasness in dealing with exam culprits in my college makes the control of examination malpractice ineffective.					
102.	Employment of inexperience teachers makes it difficult to convict students cheating in my college.					
103.	Delay in execution of punishment to students caught cheating affect management of examination malpractice in my college.					
104.	Administrative bottleneck such as interference in the investigation process affect management of examination malpractice in my college.					
105.	Inadequate monitoring during examination makes management of examination malpractice					

	ineffective in my college.					
106.	The attitude of bad clerks and typist that leaked papers for money in my college is a great challenge to managing examination malpractice.					
107.	Immoral relationship of lecturers with students such as sexual harassment is a challenge to management of cheating in my college.					
108.	The attitude of bad teachers in my college who collect bribe from students in exchange for scores makes management of examination malpractice complex.					
109	State any other challenges in the management of examination malpractice in your college not mentioned above:					
110	State any other forms of examination malpractice not mention above in your college.					
111	State any other causes of examination malpractice in your college:					
112	State any other effects of examination malpractice not mentioned above:					
113	Itemize any other management approach not mentioned above that can help in the control of examination malpractice in your					

	college.					