

EVALUATION OF INCIDENCES OF EXAMINATION MALPRACTICE AND INTERVENTION MEASURES AMONG UNDERGRADUATE STUDENTS IN UNIVERSITY OF CALABAR, NIGERIA: IMPLICATION FOR ASSESSMENT AND CERTIFICATION

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Abstract

The study analysed the incidence of examination malpractice and intervention measures taken on undergraduate students by the University of Calabar. This exercise was embarked to assess the effectiveness of the quality assurance activities in the University. Ex-post facto, survey, and archival records (published examination malpractice cases within the period under review 2005–2014 academic sessions.) were the research design applied. The research instruments were structured interview and published archival records. 65 HODs and 130 students were sampled through census and accidental sampling technique. The findings revealed among others that, in all the secessions, Faculty of Science was seen to be consistent and a leading faculty in the implementation of Examination malpractice regulations, followed by; faculty of Arts, Agriculture, Law, Management sciences and Clinical science. Surprisingly, the findings revealed that Faculty of Education had no case of Malpractice. It was however recommended among others that sincere implementation of disciplinary actions on culprits irrespective of who they are.

Key words: Evaluation, examination malpractice, intervention measures, quality assurance, disciplinary actions, assessment certification

1. INTRODUCTION.

The high expectation and huge resources (human and materials) invested on Education calls for accountability, and this can only be achieved with the aid of a genuine assessment. Examination, according to Bello, Kolajo and Uduh (2010), is the process of finding out how much of the objectives of specific learning tasks a learner has learnt. Examination results are used to determine learners' abilities and difficulties, teaching and teaching methods and curriculum effectiveness.

The results obtained from the examinations at various levels are used for employment, admission, promotion and other very crucial decisions, furthermore, teachers and schools are also assessed by government and parents based on their students' performance at examination. According to Anagbogu (2009) attempt by some students who may not be committed to their studies to obtain high score to gain admission, promotion, employment and to become relevant to such bodies who directly sponsor their education (parents, guardians, government, employers) may account for the high incidences of examination malpractices. It is not a new phenomenon, as reported by Maduemezia (1998) in Solomon (2014) that the first examination malpractice in Nigeria occurred in 1914 during the senior Cambridge local examination papers which leaked before the scheduled date of examination. Thus, examination malpractice which started at a low trend became more pronounced in 1970, involving persons other than the candidates, since then Examination Malpractice has become more advanced and sophisticated. However, 1977 marked a watershed in the history of Examination Malpractice as there was an outcry in Nigeria on the credibility of West African Examination Council (WAEC) which was the only organ saddled with the responsibility of conducting public examination in Nigeria.

The quest for paper qualification as demonstrated by Government and other non-governmental organizations became a basis for employment and advancement, hence success at examination was perceived as major if not the only determinant of success in life. This erroneous belief about examinations cum paper qualification has propelled many education stakeholders particularly students into malpractice of various forms.

The Examination Malpractice Act (1999) explains examination malpractice as any act of omission or commission by a person who in anticipation of before, during or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued.

In the mist of the stiff penalty examination malpractice grows in leap and bounds every year, as though nothing is done to curb this menace. This is in line with the findings of Adeyemi, that non-implementation of the examination malpractice punishment, wikipedia reports that unreported cases of examination malpractices by academic staff accounts for the continuous increase in the incidence. University of Calabar students are not left out in this trend, evidence abound in the yearly publication of examination malpractice cases in the university information Bulletin. In spite of these publications students still perpetuate this crime.

The alarming rate of increase in incidence of examination misconduct in the Nigerian educational system is highly disturbing. Evidence abound of increasing involvement in examination malpractices by students, teachers and parents as reported by national dailies, *Vanguards*, 2005; *Weekend Pointer*, 2005; *Daily Independent*, 2004; *Nigerian Tribune*, 2009; as cited by Jimoh (2009). Examination malpractice Act No. 33 of 1999 stipulates a minimum punishment of fifty thousand naira (₦50,000) and a maximum of five years' imprisonment without option of fine for violators of the offences stipulated in the Act. In an attempt by the University of Calabar to nip examinational practice in the bud have painstakingly and highlighted in the University policies, rules and students discipline, common examination malpractice and prescribed punishment peculiar to University of Calabar in order to discourage students from engaging in such unholy act. The summary of this information is presented in table 1.

In the exact words of Omang (2012) "if there are any rules and regulations at all that students should obey, it should be examination regulations. "This is because examinations are the major means of deciding whether a student deserves to be awarded a certificate, diploma, or degree of the university. They are the parameters for determining whether a student has acquired enough knowledge for him to be worthy in learning and character to be awarded a university degree" (p. 4)

Alex Menkiti (2015) the Chairman, Senate examination Misconduct Committee prescribed the following measures to reduce examination malpractice in the University of Calabar. Educate students and parents at orientation, rigorous verification and registration exercise should be maintained, staff should be watched, Large halls should be used for examinations, attendance registers should be signed before and after examination, continuous reminder is necessary, students should be made busier, offenders should not be shielded from punishment.

Despite these claims, Anagbogu and Owor (2021) in their study of school factors as correlates to examination malpractice among students of secondary schools in Cross River State, Nigeria, found that the causes of examination malpractices could be attributed to factors such as teacher's commitment, school facilities and class size. The above assertion was supported by Anagbogu, OLuseyi, Sunday and Owor (2021) who in their study on assessment of social media immersion and undergraduate students' academic performance in research methods in University of Calabar, Nigeria, revealed that examination malpractices among students is also not hinged on lack of implementation of curriculum to the later only, but other issues such as reckless use of social media platforms such as whatsApp, Facebook, Instagram, 2go, Myspace among others. The study

recommended among others that a seminar be organized to educate students on the appropriate use of their mobile phones.

Examination malpractices among students according to the study conducted on the influence of personal variables on students' academic performance of virtual classroom learners of social studies in secondary schools in Uyo Local Government Area, Akwa Ibom State, by Bisong, Oko, John, Achu and Owor (2021) could also be caused by student's personal variables such as gender and their age. This contention was affirmed by Anagbogu (2005) who revealed on his study of path analysis model for correlates of secondary school students' performance in financial accounting in Southern Education zone of Cross River State, that variables such as attribution, achievement motivation, self-concept, student's attitude among others could also be responsible for incidence of examination malpractices in schools.

Anagbogu, Ofoegbu, Ovat and Owor in their study of a path analytical model on factors with the implementation of civic education curriculum among teachers in Cross River State, Nigeria, noted that factors such as lack of teacher's supervision, teacher's knowledge of subject matter and teachers' attitude, and the lack of implementation of subject curriculum could promote incidences of student's indulgence in examination malpractices in schools.

It is at this juncture that necessitated the present researcher to carry out an analysis of incidence and intervention measures of examination malpractice of undergraduate students in University of Calabar.

2. STATEMENT OF THE PROBLEM

The persistent occurrence of examination malpractice at any level of educational stratum poses the greatest threat to the validity and reliability of any examination and consequently the authenticity and recognition of certificates issued. Despite the high premium placed on examinations by the National policy on education it seems that the implementation is still at its curling stage, there is a need for urgent attention to save the future of the Nigerian Educational system.

Examination malpractices increase are making headlines on the national dailies and University of Calabar is not left out in this trend, evidences abound in the yearly publication of examination malpractice cases in the university information Bulletin through information unit. It is observed that general indiscipline among students, students' unrest, and unreported cases of examination malpractice and non – implementation of punishments are critical variable to examination malpractice increase.

This situation is worth worrying about and effort should therefore be directed towards controlling cheating behaviours among university of Calabar students. This necessitated and agitated the present researchers to carry out an evaluation of incidences of examination malpractice and intervention measures among undergraduate students in university of Calabar.

2.1 Purpose of the study

The purpose of this study seeks to carry out an examination of incidences of examination malpractice and intervention measures undergraduate students in University of Calabar. In specific terms the study was designed to seek answers to the following questions;

2.2 Research questions

The following research questions were posed to guide the study.

1. What percentage of students involved in Examination malpractice in the University of Calabar by year, faculty and department?
2. What percentages of students are punished by expulsion and suspension by faculty?
3. What is the level of enforcement, the measures laid down to curb examination malpractice in signing attendance register during examination and school facilities in the university by faculty?
4. What other measures can be suggested to curb examination malpractice?

3. METHODOLOGY

The research design adopted for this study was ex-post facto, survey, and archival records. Ex-post facto research basically studies phenomena after they have occurred. This study will sort the opinion of students and Head of Department (HOD) through structured interview. This study basically is working on documented secondary data (students' enrollment and examination malpractice cases published).

The study centered on university of Calabar, currently has 10 faculties, 3 Institutes with 65 departments, staff strength of 1464 academic staff, 1777 non-academic staff with a total student population of 232,885. The sampling process involved Census because all the heads of department in the University of Calabar were interviewed. Accidental sampling technique was adopted in this study. The sample for this study comprised the published examination malpractice cases within the period under review 2005 – 2014 academic sessions. The Heads of Departments (HOD), students in 2014/ 2015 academic session who were selected for structured interview. The researcher also accidentally interviews two (2) students from each department. This summed up a total of one hundred and thirty (130) students from 65 departments. The instruments designed and used for data collection were a structured questionnaire for interview of Heads of Department and students. The instrument measured the level of enforcement of the measures laid down to curb Examination Malpractice (disciplinary action; signing attendance register during examination, and school facility). The second structured questionnaire sourced information from students on school facility as a strategy to curb Examination Malpractice.

4. RESULTS AND DISCUSSION

This section was designed to present the results of data analyses and discussion of the research findings.

Research question 1

What percentage of students are involved in examination malpractice in the University of Calabar by year, department, and faculty? The data collected for this item was analysed with the aid of descriptive statistics and presented in table 2

In response to question 1 in table 2, the percentage distribution of faculties and departments involved in examination malpractice by year, revealed the prevalence or incidence of examination malpractice in University of Calabar spanning from 2005/2006 academic session to 2013/2014 academic session. It was observed that only nine faculties of all the 13 faculties in the University of Calabar had their students punished for examination malpractice offences, with clinical sciences ranking the highest.

In 2005/2006 academic session, Faculty of Science had 10.97 percent examination malpractice cases with three departments were involved. Followed by Agriculture with 1.65 percent involving two departments from the faculty, faculty of Law 1.54 percent involving one department and Clinical Science had 0.63 percent involving just one department.

In 2007/2008 academic session, the number of faculties published to have involved in examination malpractice reduced to three from four cases, faculty of Science had 49.1 percent which shows an increase in the incidence of examination malpractice for this faculty from 10.97 percent in the previous year to 49.1 percent involving three departments, followed by management Science with 14.44 percent involving four of its departments, social Science had 0.5 percent involving only one of its department.

In 2008/ 2009 Faculty of Science had 18.8 percent incidence of examination malpractice involving three (3) of its departments. The percentage value had reduced from 49.1 percent in 2007/2008 academic session to 18.8 percent in 2008/2009 academic session. Allied Medical Science had 1.86 percent, Faculty of Law 0.9 percent and Oceanography 0.63 percent respectively.

In 2010 / 2011 academic session, it was observed that only faculty of science had students punished for examination malpractice with 4.7 percent incidence, it is interesting to note here that the incidence of examination malpractice in this faculty which had 10.97 in 2005/2006 increase to 49.1 percent in 2007/2008, and in 2008/2009 academic session reduced to 18.8 percent and further records showed a reduction in 2010/2011 academic year with 4.1 percent.

In 2011/2012 academic session, Social Science had 4.7 percent involving two of its departments, its incidence in examination malpractice from 0.5 percent in 2007/2008 academic session to 4.7 in 2011/2012 academic year, implies an increase in incidence of examination malpractice, this increase may be because this faculty was not consistent over the years in punishing students involve in examination malpractice. Faculty of Science had 5.63 percent showing a slight increase with about 1.53 percent difference.

In 2012/2013 academic session, there was greater involvement in Examination Malpractice offences shown by the number of faculties involved, table 1 shows that four faculties in 2005/2006 academic session to six faculties in 2012/2013 academic session. This indicates an increase involvement of student in examination malpractice.

The researcher is of opinion that, if examination malpractice culprits are punished every academic session, the incidence will be curbed as observed in Faculty of Science that was consistence in disciplinary actions on students found guilty of examination malpractice by publishing their names in the school magazine almost every academic session. These findings corroborate that of Adeyemi (2010), Wikipedia (2015), Abdukareem and Alabi (2004), and Gbenga (2014). These cited studies revealed that unreported cases, non-implementation of disciplinary actions on culprits' accounts for increase in the incidence of examination malpractice.

Other faculties though not regular in her publication with fluctuating percentages had an increase in the incidence from the year of first publication to the later publications. It is observed that, only Faculty of Science, Clinical Science and Management Sciences that are consistence in its publications. Faculty of Science from the period under review had punished culprits for seven academic sessions, followed by Clinical Science and Management Science who had punished student for just three academic sessions. This inconsistency as seen in some faculties may account for the increase in student involvement in examination malpractice. Records revealed that only

Faculty of Science out of 13 faculties in the university is aggressive in pursuing the university goal to eradicate examination malpractice among student.

Findings also reveals in the cause of this study, that unreported cases of examination malpractice by lecturers to the appropriate body (examination malpractice committee) accounts for the low turn in the committee has received so far. And this accounts for the increasing involvement of student in examination malpractice. Findings also reveals that the cause of the low turn in is as a result of lecturers instant punishment of any student they find cheating in examination hall by either subtracting their marks, changing their sitting positions, collecting the answer script and replacing it with a new one, by doing this they have succeeded in destabilizing the student who will not be able to cheat again. So they see reporting the students as waste of time on their part.

Research question 2 states thus, what percentage of the students are punished by expulsion or suspension per year and faculty? In response to this question, percentages were used to answer the research question. The result is presented in table 3

The information in table 3 reveals the percentage of students who were punished by expulsion and suspension by faculty and year. The information revealed that nine out of thirteen faculties in the University of Calabar had students expelled and suspended for various examination malpractice offences and these faculties are not consistent in her yearly publications. It is also observed that only faculty of science had students who were involve in examination malpractice; suspended and expelled for seven consecutive academic years from 2005/2006 academic session to 2013/2014 academic year; followed by Management Science and Clinical Science for three academic session.

In 2005/2006 academic session four faculties had students expelled and suspended for examination malpractice cases. A nine-year comparison of percentages of student punished by expulsion and suspension for various examination malpractice. The faculty of Science had regularly published cases of examination malpractice for seven academic years from the nine year period of review, followed by Clinical Science and Management Science with three years of regular publication. But it is not the case with other faculties, observed irregularities in the publication and percentage of student punished by expulsion and suspension was not consistent among faculties. Another reason could emanate from the fact that disciplinary committee do not receive cases of examination malpractice, finding also reveals that lecturers out of sympathy plead on behalf of their students with reason that the punishments may be too harsh for the crime, findings also reveals that at times the student found guilty could be related to a faculty member in the University or the child of a prominent member of the society, all these truncates the effectiveness of the disciplinary committee which accounts for the increase incidence of examination malpractice. This record was not included in the table of information because it is an examination malpractice related offence. The researcher is only working on examination malpractices perpetrated right inside examination hall.

Research question 3, stated thus, what is the level of enforcement the strategies laid down to curb examination malpractice in University of Calabar (disciplinary action, signing attendance register during examination and school facilities)

Responding to these items in table 4, the respondents revealed in item one and two that there is examination malpractice report committee in every department, these committee receives reports

on incidences of examination malpractices. In a related development, the result in items three to five revealed that during the 2013/2014, 2014/2015 and 2015/2016 sessions the cases of examination malpractices to a very large percentage not reported. This non reporting of incidences of examination and subsequent punishment of offenders would promote further examination malpractice among students.

Responding to these items in table 5 on the signing of attendance register during examination as a measure to curbing examination malpractice. The result revealed that the teachers conduct daily roll call everyday in trying to curb examination malpractice among. This measure deters students especially those who snick out with question papers in order to write the exams in a comfortable environment.

Responding to these items in table 6 the school has not made provision on facilities that aid hearing in large classes, thereby those involved in teaching of large class end up not actually reaching out to all students. Chairs, tables adequate classes for large classes, toilets, lighting, and water supply was a very serious challenge. The library does not seem to be fully equipped for student's comfort and in accordance with the current realities of preparing students for global completeness.

Research question 5

What other measure can be suggested to curb examination malpractice?

The response of this section as found in table 7 revealed that the HODS of various departments are deeply concern about the issue of examination malpractice, this is evident in the unanimous responses and suggestions of appropriate sanctions and strategies as presented in table 7. that the use of many invigilators for effective Supervision, Sincere implementation of disciplinary action on culprits irrespective of who they are, lecturers who do not report discovered examination malpractice cases should be queried, Script should be vetted and any discovered malpractice shall attract query, suspension or dismissal of anyone involve, Regular sensitization of student through counseling service on the effects of examination malpractice, Hand checking of students before entering into examination hall.

5. CONCLUSION

Considering the findings of the study it was concluded that the strategies laid down to curb this menace is not effectively enforced as such it is found to be ineffective, that is why the incidence goes on steady in the University among undergraduate student. The finding has led the researcher to recommend to the university authority to quickly adopt those strategies recommended by Heads of department and to update the functionality of the existing ones.

6. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made;i. The use of many invigilators for effective supervision

- ii. Sincere implementation of disciplinary action on culprits irrespective of who they are.
- iii. Lecturers who do not report discovered examination malpractice cases should be queried.
- iv. Script should be vetted and any discovered malpractice shall attract the weight of the law.
- vi. Regular sensitization of student through counselling service on the effects of examination malpractice

TABLE 1

Examination misconduct offences and prescribed punishments.

	OFFENCES	PUNISHMENT
1.	Communication with another student in the examination room	Cancellation of the papers of both students
2.	Possession of extraneous materials in the examination room	Suspension for one academic session
3.	(a) Copying from extraneous materials (b) Copying from a material received from another student in the examination	Suspension for two academic sessions for the student or students involved
4.	Writing examination, term paper or project for another student	Expulsion of the students involved where the other party is a non-student, he should be reported to police.
5.	Breaking in or unauthorized entry into any office of the University of Calabarand / or removing, changing or tampering with examination materials or results and illegal removal of same.	Expulsion from the university
6.	Snatching of examination materials before / or after an examination by a student	Expulsion of all involved
7.	(i) Plagiarizing the entire (a) undergraduate/ Diploma/ certificate term paper or project (b) Graduate term paper or project (c) Graduate thesis/ Dissertation (ii) Plagiarizing only part / or section of any of the above	Cancellation of the term paper or project plus suspension for one academic session Cancellation of the term paper or project and suspension for two academic sessions Cancellation of the thesis/ Dissertation and expulsion Suspension for one academic session Cancellation of the particular chapter / chapters.
8.	(a) Possession of cell phone in an examination hall (b) usage of the phone	Cancellation of the paper (b) suspension for one academic session
9.	(a) Presentation of fake result(s) by a student or for a student to the university (b) Graduate term paper or project (c) Graduate thesis/dissertation (d) plagiarizing only part or sections of the above	(a) cancellation of the result, if there is no evidence that the student is involved in organizing the fake result. (b) If it is discovered that the student had a hand in the presentation of the fake result or results, suspension for two academic sessions
10.	Possession of another students fee clearance card or receipt in the examination hall with intention of writing for herself/ himself	Suspension for one academic session

Source: information unit University of Calabar,(2020).

Table 2

Percentage distribution of students involve in Examination malpractice by year, Faculty and Department

Year	Faculty	Department	No. Students Enrollment	Of Examination Malpractice Cases	By %
2005-2006	FACULTY OF SCIENCE	Physics	406	14	3.45
		Geology	153	3	1.96
		Marine Science	18	10	5.56
		Total			10.97
	CLINICAL SCIENCE	Medicine and surgery	639	4	0.63
		Total			0.63
	FACULTY OF AGRICULTURE	Soil Science	121	1	0.82
		AgricEcons	120	1	0.83
		Total			1.65
	FACULTY OF LAW	Law	777	12	1.54
		Total			
2007– 2008	FACULTY OF SCIENCE	Geology	172	18	10.5
		Marine Science	39	15	38.5
		Physics	905	1	0.11
		Total			49.1
	MANAGEMENT SCIENCE	Marketing	553	10	1.81
		Accounting	1030	19	1.84
		Banking and Finance	337	21	6.23
		Business Management	395	18	4.56
		Total			14.44
	SOCIALSCIENCE	Geography	203	1	0.5
		Total			
2008-2009	FACULTY OFSCIENCE	Genetic	319	4	1.25
		Geology	148	25	16.89
		Physics	946	6	0.63
		Total			18.8
	ALLIED MEDICAL SCIENCE	Nursing Science	377	7	1.86
		Total			
	LAW	Law	679	6	0.9
		Total			
	OCEANOGRAPHY	Physical oceanography	160	1	0.63
		Total			
2010– 2011	FACULTY OF SCIENCE	Physics	798	5	0.63
		Applied Chemistry	174	6	3.45
		Total			4.1
2011 –2012	SOCIAL SCIENCE	Political Science	447	7	1.57
		Public Admin	320	10	3.13
		Total			
	FACULTY OF SCIENCE	Physics	789	14	1.80
Applied Chemistry		209	8	3.83	
Total					5.64

Year	Faculty	Department	No. of Students Enrollment	Examination Malpractice Cases	By %
2012 – 2013	CLINICAL SCIENCE	Medicine and Surgery	660	27	4.1
		Radiography	265	3	1.13
		Pediatrics	206	1	0.49
		Total			5.72
ALLIED MEDICAL SCIENCE	MEDICAL	Medical Lab. Science	415	7	1.69
		Public Health	220	6	2.73
		Total			4.42
BASIC MEDICAL SCIENCE	MEDICAL	Biochemistry	389	2	0.51
		Human Anatomy	244	9	3.69
		Total			4.2
FACULTY OF SCIENCE	OF	Pure and Applied Chemistry	285	2	0.70
		Zoology	264	1	0.38
		Total			1.1
MANAGEMENT SCIENCE		Business management	417	1	0.24
		Total			0.24
AGRICULTURE		Forestry and Wildlife	55	5	9.1
		Total			9.1
SOCIAL SCIENCE		Public admin.	502	7	1.40
		Political Science	243	4	1.64
		Sociology	336	1	0.3
		Total			3.34
2013 – 2014	CLINICAL SCIENCE	Medicine and Surgery	451	1	0.22
		Paediatrics	215	1	0.50
		Total			0.72
BASIC MEDICAL SCIENCE	MEDICAL	Human Anatomy	255	9	3.53
		Total			3.53
FACULTY OF SCIENCE	OF	Zoology	271	1	0.37
		Total			0.37
MANAGEMENT SCIENCE		Business Management	355	1	0.28
		Total			0.28

TABLE 3

Percentage distribution of students punished by expulsion and suspension per year, and faculty in University of Calabar

Year	Faculty	Total student Enrollment	Expulsion	%	Suspension	%
2005-2006	Faculty of Science	2,140	18	0.84	9	0.42
	Clinical Science	639	4	0.62	Nil	Nil
	Agriculture	701	2	0.29	Nil	Nil
	Faculty of Law	77	Nil	Nil	12	1.5
2007-2008	Faculty of Science	3682	Nil	Nil	39	0.9
	Management Science	10,602	Nil	Nil	69	0.65
2008-2009	Faculty of Science	3841	32	0.83	3	0.08
	Allied Medical Science	1282	Nil	Nil	7	0.55
		679	6	0.88	Nil	Nil
	Faculty of Law Oceanography	135	Nil	0.74	Nil	Nil
2010-2011	Faculty of Science	4154	11	0.26	Nil	Nil
2011-2012	Social Science	3591	14	0.39	3	0.08
	Faculty of Science	4518	13	0.29	12	0.29
2012-2013	Clinical Science	660	30	4.55	Nil	Nil
	Allied Medical Science	1368	13	0.95	Nil	Nil
		1268	11	0.87	Nil	Nil
	Basic Medical Science	3135	3	0.10	Nil	Nil
		3149	1	0.03	Nil	Nil
	Faculty of Science	625	5	0.8	Nil	Nil
	Management Science	5070	12	0.24	Nil	Nil
2013-2014	Agriculture					
	Social Science					
	Clinical Science	681	2	0.29	Nil	Nil
	Basic Medical Science	969	9	0.93	Nil	Nil
	Faculty of Science	2714	1	0.04	Nil	Nil
	2880	1	0.03	Nil	Nil	
	Management Science					

TABLE 4

Percentage distribution of the level of enforcement of disciplinary action as measure to curb examination malpractice

item	Statements/questions	N	Yes	%	No	%
1	Is there an examination malpractice committee in your department?	56	56	100	nil	0
2	Do you receive examination malpractice report?	56	56	100	Nil	0
3	How many have been reported guilty so far within 2013 / 2014?	56	21	37.0	35	63.0
4	As examination is ongoing 2014/2015 how many cases have you received so far?	56	15	27.0	41	73.0
5	As examination is ongoing 2015/2016 how many cases have you received so far?	56	5	8.9	51	91.1

TABLE 5

Percentage distribution of the level of enforcement signing attendance register during examination as a measure to curb examination malpractice

STATEMENTS	RESPONSES			
	YES	%	NO	%
1. Reveals the identity of students who sat for examination	56	100	Nil	Nil
2. Check impersonation among students who sat for examination	56	100	Nil	Nil
3. Helps to trace students missing script	56	100	Nil	Nil
4. Helps for record purpose	56	100	Nil	Nil
5. It is not all lecturers that take it serious	30	53.6	26	46.4
6. It is not an effective measure to curb student cheating tendency.	50	89.3	6	10.7
7. Helps to cross check attendance against scripts submitted	56	100	Nil	Nil
8. Reveals the identity of students who sat for examination	56	100	Nil	Nil
9. Check impersonation among students who sat for examination	56	100	Nil	Nil
10. Helps to trace students missing script	56	100	Nil	Nil
11. Helps for record purpose	56	100	Nil	Nil
12. It is not all lecturers that take it serious	30	53.6	26	46.4
13. It is not an effective measure to curb student cheating tendency.	50	89.3	6	10.7
14. Helps to cross check attendance against scripts submitted	56	100	Nil	Nil

TABLE 6

Percentage distribution of the level of enforcement school facilities as measures to curb examination malpractice

SCHOOL FACILITY (N=130)	RESPONSES							
	Available		Not Available		Adequate		Inadequate	
ITEMS	No	%	No	%	No	%	No	%
1. The University Library is well equipped with current books, journals and newspapers	-	-	-	-	17	13.1	113	86.9
2. Seats and tables in our school library	-	-	-	-	46	35.4	84	64.6
3. Facilities such as speakers, microphone and other sound device to aid teaching and learning for large class size are	10	7.7	120	92.3	-	-	-	-
4. Infrastructural facilities such as lighting toilet and water provided for students use in the school are	-	-	-	-	30	23.1	100	76.9
5. Large halls provided by the school to accommodate large class sizes and for spacing of students during examination are	-	-	-	-	18	13.8	112	86.2
6. Chairs and tables provided in each classroom for the comfortability of students during lectures and examinations are	-	-	-	-	28	21.5	102	78.5

TABLE 7

Percentage distribution of other suggested measures by Heads of Department to curb examination malpractice

Suggested measures (N=56)	<u>RESPONSES</u>			
	YES	%	No	%
1. The use of sandwich method during examination	15	26.8	41	73.2
2. The use of many invigilator for effective supervision	56	100	Nil	Nil
3. Sincere implementation of disciplinary action on culprits irrespective of who they are.	56	100	Nil	Nil
4. Lecturers who do not report discovered examination malpractice cases should be queried.	56	100	Nil	Nil
5. Script should be vetted and any discovered malpractice shall attract query, suspension or dismissal of anyone involve	26	46.4	30	53.6
6. Complete eradication of those bottle necks that militates the full implementation of disciplinary actions.	56	100	Nil	Nil
7. Regular sensitization of student through counseling service on the effects of examination malpractice	50	89.3	6	10.7
8. Hand checking of students before entering into examination hall.	20.	35.7	30	53.6

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