

The Effect of Examination Misconduct on Academic Performance (A Case Study of Jigawa State Higher Institutions)

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.9020035>

Received: 01 January 2025; Accepted: 06 January 2025; Published: 28 February 2025

ABSTRACT

Examination misconduct has become a global issue especially with regard to Africa countries, several times this issue brought up some cases where by a person can obtain a qualification and can't depend it.

This study is aimed at analysing the internal as well as the external forces which lead to examination misconduct. In much of our tertiary institutions specifically the area of study, Jigawa state higher institutions. The causes go beyond the institutional forces nor the students but also the government as many government officials inspired a sense of corrupting lecturers for their study advancement just to obtain the qualifications for their job promotion.

Moreover, the others force as outlined under this study are: poor remuneration, poor condition for learning and illicit mind of corruption that we do have. In this case, to promote effective and reduce the levels of examination misconduct, the government has to regulate the secondary school's education before the high institution. Albert Bandura Social learning theory was used in this research as it has relevant on the topic of discussions.

The methodology adopted by this study is secondary sources of data whereas different text, journals, magazines, handbooks and Google scholars were used to obtained the relevant data.

INTRODUCTION

Philosophy of examination ethic project had become the less transferred the students this is the story institutions where examination ethics society of Nigeria have been from students now seen type of malpractice as enemies of the society. The campaign for examination ethics is war between examination ethics crusaders and examination malpractice syndicate; have penetrated all institutions.

There are everywhere and include some parent's teachers, examination paper workers in examination bodies council, civil servant in educational ministries and parents school proprietors the crusader have to fight the syndicates every of the way.

Akere (2017) view on the impact of examination ethics project on the conducts in the faculty prove a progressive posture. It solution all crusaders who have been making sacrifices to save this country from the clutches of examination syndicates.

This politic professor expressed his profound gratitude for all determined comrade of the crusade who midst of threads, intimidation and public embracement have preserve unity now.

As part of the crusades determination to stamp out syndicates the inauguration of the programme will move down to primary school, college of educations, polytechnics and universities within the respective, states.

Thus, the trend has been on the one in such lamentable repetition we therefore need to to arrest the deportable

condition before it does our control.

Academic Performance

Academic performance can be seen as the act or process engaged by students in order to pass the examinations without casualties. This involves the level of competence that a student has on passing his academic activities with effective grade.

This reflects the high level of commitment and composure that a student of high institution has towards academic records and grade which enables him/her to examine his talents and joined in the program that he/she is capable and has a willingness to offer at tertiary level of education.

This paper would examine the effect of examination misconduct on academic performance by analysing on the causes which I highlighted to be both institutional, lecturers, students and governmental factors. Likewise given a kind of ways in which the misconduct would be reduced for effective and efficient reclaimed of certificate that an individual possessed.

Adediwura and Tayo [2007 p-40] asserted that academic performance is generally referred to how well a pupil is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of pupils' academic performance. This no doubt supports the view of NICLOLAS [2004] that the most current information on improving academic performance shows that there are three conditional influences linked to levels of academic performance among school pupils.

Academic performance as a variable in pupils learning has been a matter of concern in the present-day research. Busari [in as cited Ogunduku, and Adeyemo, 2010] defined academic performance as the display of knowledge attained or skills developed by pupils in the school subject. It is the subject as exhibited by a pupil. Academic performance is the exhibition of knowledge attained or skills developed by learners in the schools subject usually designed by test scores or by marks assigned by teachers which can be low or high.

Academic performance means how well one does in school. Poor grades are considered bad academic performance.

Academic performance index [2010] revealed that academic performance is how pupils deal with their studies and responsibilities given to them by their teachers.

Louis S. [2012] indicate that academic performance is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core academic curriculum.

THEORETICAL FRAMEWORK

Albert Bandura Social Learning Theory

Albert Bandura's Social learning theory is based on the philosophy that individuals can learn through observing and imitating the observable behaviour of others. Psychologist Albert Bandura and Robert Sears proposed the social learning theory as an alternative to the previous work of fellow psychologist B.F. Skinner, was famous as a proponent of the behaviourist theory.

According to Social Learning Theorists both cognitive and environmental factors interact to affect observable behaviour and the learning process.

In cognitive theory, Albert Bandura and Robert Sears agree with the behaviourist learning theories of operant conditioning and classical conditioning. But he adds two significant evolution process ideas in human learning behaviours:

In a human society, people learn behaviour from the environment through the observational learning process;

Mediating processes take place between the stimulus and response.

Albert Bandura (1901–1994) was a psychologist who developed social learning theory. He studied children in order to understand how they learn from others. His studies showed that children imitate each other because they observe the actions of others and copy them. This process is called observational learning. Bandura was born in Poland in 1924. He earned his PhD at Harvard University in 1954, where he studied social psychology. His most famous work is Social Learning Theory, published in 1977.

Social learning theory explains human behaviour through observation and imitation. The theory states that humans learn socially, not just intellectually. This means we learn from our peers, parents, teachers, coaches, etc., rather than solely from books.

The application of this theory to this research lies upon the ability to imitate other whom are capable of achieving higher grades in educational activities has a major effect on students to have a mind of using illicit items for examination misconduct in order to obtain higher grades.

Institution's factors related to examination malpractice

The increase rate of examination misconduct are dubious admission policies and ill-equipped library facilities in schools. Onyechere (2004) and Awambor (2004) cited by Usma & Aliyu (2023) added that poor school facilities like inadequate or lack of examination hall, poor sitting arrangement, and poor invigilation are some of the causes of examination misconduct. Some of the school related examination misconduct factors are poor invigilation, too difficult setting of examination questions and lack of conducive examination environment (Usma & Aliyu, 2023). The practice of corruption, inadequate monitoring of examinations, careless implementation of rules and regulations governing examinations, parental and students' intimidation, are the institution causes of examination misconduct (Suleman et al., 2015).

The government indirectly and unknowingly contributes to examination malpractices. The failure to provide teaching learning materials, adequate infrastructure, poor remuneration and pay packages for teachers are some of the factors responsible for examination misconduct in schools. Examination officials fail to enforce the rules governing examinations just because they accept bribe or are paid to allow students cheat in examinations Halls (Joshua, 2010). To Bolarin (2002) principals, school teachers, security agents, public examination Boards personnel, and parents have been accused of assisting students to cheat during examinations. Some causes of examination misconduct include over enthusiastic school leaders to ensure that their schools have best performances to boost their self-esteem or ego. The lack of proper invigilators especially female so as to search and made proper arrangements of the students also give an avenue for those students that are willing to commit the act of examination misconduct. Examination questions are sometimes poorly handled whereas those who are the examiners are sometimes renegotiate with the students especially the ladies for the leakage of examination questions papers (Suleman, 2015). Institution self-efficacy beliefs are the motivational construct of Heads of schools and principals self-perceived level of competencies, relating to the actions and decisions they take concerning their schools. The degree to which school administrators' belief in their competencies during examination has great significant effects on how they approach these evaluation exercises. Heads of schools with low self-efficacy are unsatisfied and engage themselves in examination malpractice. They engage in dubious admission policies, corruption, and embezzlement of school funds. These over enthusiastic school leaders will engage themselves in examination misconduct. They will bribe examination officials to have best performances. Those with high self-efficacy will provide a conducive environment for teaching, assessment and evaluation of students.

Teacher's factors related to examination malpractice

According to Kasim and Yakubu (2018), most teachers spend less time in teaching and do not cover their syllabus or scheme of work before rushing students for examinations. The end result is to use cheating in order to make the students pass. Some teachers cover poor teaching with examination fraud during evaluation. Abayeh (1996) cited by Adamu et al. (2021) observed that the poor salary system gives support of this view, they mostly do not have the expertise in the disciplines they teach since some of them were not well trained

and their trainers not adequately motivated. The lecturers related examination misconduct factors according to Usma and Aliyu (2023) include lack of commitment on the part of teachers, lecturers threat to fail students, teacher's anxiety caused by non-completion of the course materials, un-stimulating course materials, leakages through teachers and strikes that mostly interrupt teaching, learning and school programmes.

According to Ikura (2010), some teachers are very incompetent and do not often give the correct requirements for examinations to students. Animasahun and Ogunniran (2014) observed that some teachers, because of poverty, combined with students to cheat during invigilation and supervision of examinations. The inadequate teaching facilities in schools, insufficient trained lecturers, poor remuneration and insufficient lecturing equipment are factors that influence teachers to develop negative attitude towards examination and actively engage themselves in examination misconduct (Ajibola, 2011; Animasahun, 2013). Lecturers are mostly unsatisfied with school facilities and services, work load, motivation and reward system, professional development programmes which push them to participate in examination misconduct to get some money (Animasahun & Ogunniran, 2014).

To Denga and Denga (2008), some lecturers get themselves involved in examination malpractices by dictating correct answers to students in the examination hall during writing to boast that their schools are teaching well by recognition. Adzrolo et al. (2021) support that those lecturers who failed to complete lessons and syllables before the date of examination answer questions and give to the invigilators to give to students in the examination rooms.

Self-efficacy is necessary for teachers' abilities to effect change, influences the choices they make regarding new situations. The degree to which lecturers' belief in their competencies to evaluate students learning has great significant effects on how they approach these evaluation exercises. The more teachers have high self-efficacy, the more they are engaged and ready to evaluate students well. Lecturers with high self-efficacy are satisfied and motivated. They use good teaching methods and evaluation strategies. Those with low self-efficacy do not have the expertise in the disciplines they teach. They develop negative attitude towards examination and actively engage themselves in examination misconduct.

Student's factors related to examination malpractice

Students' personal factors are the most important responsible for examination misconduct. The desire to pass at all cost, fear of failure or getting low marks, lack of confidence and being ill prepared for examinations are the most important causes of examination malpractices. The spirits of dogged attention to study today by students in order to pass their exams on their own without involving in any sharp form of practices has been thrown to the dogs (Animasahun & Ogunniran, 2014). Secondary and high schools' students have a fear of failing and not being able to proceed into universities and importance is given on the certificate instead of their practical skills or understanding (Aslam, 2021).

Animasahun (2013) opines that some students get indulged into examination malpractices intentionally, others get involved through ignorance, forgetfulness or carelessness to apply rules and regulations governing exams or pressure from peers. Laziness and inadequate or insufficient preparation for examinations are some of the most important causes of examination malpractice (Adekale, 2009; Omotosho, 2007). Animasahun & Ogunniran (2014) add that low morality, poor preparation for examination, poor school facilities, inadequate guidance and counselling, nonchalant attitude and absenteeism are factors associated with ill preparation for examinations by students.

According to Ajibola (2011), the anxiety to acquire and present certificates for a job in most countries caused many students struggling to get the certificates by all forms negatively or positively. Ikura (2012), observes three categories or groups of factors responsible for examination malpractices. These include psychological factors, environmental factors and intelligent factors. Psychological factors include anxiety and stress to meet subjects' demands.

Environmental factors concern close sitting nature of candidates and inadequate coverage of syllabuses while intelligent factors involve candidates of different level of academic strength or Intelligence Quotient (IQ).

Many a times, the fear of failure and been scapegoat among the gang friends in institutions usually forces others to construct some channels to be getting external form of extortion during examination with the aim of passing and having a great CGPA.

According to self-efficacy theory motivation construct their perceived level of competencies, relating to their actions and achievements in the classroom. The degree to which students in secondary and high schools believe in their potentials to succeed and complete their classroom continuous assessments, promotion and certificate examinations has great significant effects on how they approach these evaluation exercises. The students with high sense of strong mindset are more likely to approach the examination well prepared and ready to complete any challenging tasks. The more learners have high self-efficacy, the more they are active, engage and ready to succeed. Those students with low self-efficacy will lack confidence, suffer anxiety and laziness which will push them to engage in examination malpractice in schools. These group of students will resort to dishonest techniques and strategies to pass examinations at all cost.

Effects of examination misconduct on students' academic success

Examination continues to be the most acceptable technique for assessing and evaluating students' learning in secondary schools. Because of rampant cases of examination misconduct, the society is losing confidence in the certificates awarded by some high institutions to students and tend to get people who has skills not only the certificate for opportunities. Any unjust activity made during examination may do away with the reliability and authenticity of the grades and the certificates students obtained. (Asante-Kyei and Ndure, 2014; Uzoamaka, 2021). Examination misconduct does not only wreck the educational system but gradually introduces students into the practice of fraud.

According to Abdulkadir (2021), the consequences of examination misconduct is an unacceptable compromise and pure/proper promotion of corruption and moral decadence, fraud, fatal professional errors, destruction of institutions and dullness. Examination misconduct poses a great threat to the validity and reliability of the educational measurement and assessment. Akaranga and Ongong (2013) pointed out the effects of examination malpractice which include dismissal of students from schools, corruption, bad study habits and refusal of admission to genuine students. The lack of trust in examination bodies, dismissal of students, underachievement in the job market, lazy attitude towards instruction and corruption are some of the effects of examination misconduct (Adzrolo 2021; Otoo, 2018). According to the study carried out by Onyechere (2008) cited by Ben Adzrolo (2022) the consequences of examination misconduct are discouragement of brilliant students to study hard, deprivation of innocent students' opportunity for admission and reduction in work efficiency.

Ways of Managing Examination Malpractice

There are so many ways of managing examination misconduct which from both sides for efficiency and effectiveness of education should be recalled and maintained.

Examination papers should not be within the reach of the security agents. Parents, communities and the government should reassemble the people by showing them the value of education with which the accomplishments will never be wasted.

Effort should be made to supervise all examination center at least once or twice daily while examination. Examination misconduct can take various forms, including but not limited to:

Cheating: This involves obtaining unauthorized assistance or accessing unauthorized resources during an examination. Cheating in examinations involves obtaining unauthorized assistance or accessing unauthorized resources, undermining the integrity of the examination process. It includes copying from other students, using cheat sheets or hidden notes, receiving answers from external sources, impersonation, and plagiarism. Cheating provides an unfair advantage to students, compromises academic integrity, and has negative implications for the educational system. Educational institutions employ measures to prevent and detect cheating, and promoting academic integrity is crucial (Solmon, 2018).

Plagiarism: Plagiarism is the act of preparing and presenting someone else work without his consent and reclaimed as an owner of such presentations. As for now, many others use to present much more work which it is consider to be there own while it doesn't reflect their efforts or creativity.

It is considered a serious ethical misconduct and a breach of academic trusts. Institutions and professional organizations have strict rules and guidelines in place to discourage and address instances of plagiarism (Eaton, 2021). Proper citation and referencing of sources are essential to avoid plagiarism and to give credit to the original authors whose work has been used. It occurs when individuals present someone else's work or ideas as their own without proper citation or acknowledgment. It can involve copying and pasting from written sources, online

Impersonation: Impersonation entails one person assuming the identity of another during an examination. It may involve hiring someone to take an exam on behalf of the actual student or using fake identification documents to gain unauthorized access to the examination venue (García-Sánchez et al., 2019).

Collusion: Collusion refers to collaboration or cooperation between individuals to gain an unfair advantage in an examination. It may involve sharing answers, pooling resources, or collectively engaging in cheating or plagiarism (Parks et al., 2018).

Examination leakage: Exam leakage refers to the unauthorized disclosure or distribution of examination materials, such as test questions or answers, before the scheduled examination date and time. It involves obtaining or sharing confidential information about the content of an upcoming exam, giving certain individuals an unfair advantage over others (Parks et al., 2018).

Exam leakage can occur through various means, including through bribery, hacking, or the involvement of insiders such as teachers, exam administrators, or staff members. This unethical practice undermines the integrity and fairness of the examination process, as it compromises the principle of equal opportunity and merit-based assessment (Kirya, 2020). Educational institutions and examination bodies take measures to prevent and detect exam leakage, such as implementing secure protocols for the storage and dissemination of exam materials, conducting surprise inspections, and utilizing advanced technologies to safeguard the confidentiality of exams. The disclosure of exam leakage can result in severe consequences, including the cancellation or invalidation of the affected examination, disciplinary actions against those involved, and a loss of trust in the examination system (Simunga, 2020).

Examination leakage occurs when examination materials, such as question papers or answer keys, are accessed or distributed before the scheduled examination (Azis, Abou-Samra & Aprilianto, 2022). This gave some individuals an unfair advantage by providing them with advanced knowledge of the content. Examination malpractice poses significant challenges to the educational system, undermining its credibility, fairness, and the validity of assessment outcomes (Makaula, 2018). It eroded the principles of meritocracy, where academic achievements should reflect individual abilities and efforts. Additionally, it creates an uneven playing field, disadvantaging honest students who uphold academic integrity.

Various factors contribute to the prevalence of examination malpractices. These ugly factors can include, societal/parental pressure to achieve high grades, inadequate preparation time, intense competition, poor ethical awareness or awareness, ineffective examination supervision, and weak enforcement of disciplinary measures. The availability and misuse of technology, such as smartphones or cheating devices, can also facilitate malpractice (Okolie et al., 2019).

Preventive Measure for Examination Malpractice

Prevention: Is said to be better take care its therefore pertinent for the authorities in charge of both external examinations of find out the effective and preventive measures to prevent or minimize this problem.

According to Akere (2015) some of the are:

Decree number 20 of (2015) should be on modifies and applies to try tertiary institution causes of examination malpractice so that people can see the seriousness with government view the problems. Awareness campaign to the society through various channels on the effect as well as societal outlook or consequences of examination misconduct. Examination booklet or answer sheets for objective question should be duly signed, sample are issues to candidate or students. Care should be taken while packaging question papers in a develop that is labeled for anther paper. Different timing is starting a common paper should be avoided in the same center or nearby centers. Typing duplicating stapling and packaging of examination papers should be done in a strictly safe place and only people of unquestionable character should be involved.

Examination official should extra vigilante and closed monitor the graduate or student in the halls during examination.

METHODOLOGY EMPLOYED

The researchers employed the uses of secondary sources of data, whereas information are gathered from existing experience of journals, textbooks, magazines as well as students guide handbook.

The research explored the level of malpractice by directly involving in some cases as warrant to be an eye witnesses of such events as mentioned earlier above.

CONCLUSION

Examination misconduct is defined to depicts to deliberate and gross misconduct perpetrated by student in an attempt to illegally exceed in any examination (new international dictionary).

Examination leakage have not only been limited to higher institutions but to other examination bodies according to the day Monday 5th June 2015 jamb leakage they however recounted with sadness what for information state joint admission and matriculation board was still nation after nineteen 19 years of existence, the paper expressed surprise on her past good credential for not including candidates on examination malpractice that mired jamb goods activities of the past, the paper report without investigating the allegation before making a public statement.

In other development the new Sunday 10th august 2017caption “A” salute to examination ethic crusaders begun with a Lagos state comparing per examination either on 4TH JULY 2015 by professor fun so akere dean of faculty of art, university of distinguished fellow of examination ethic society of Nigeria hold a moving story this was done before the commencement of examination at university of Lagos (UNILAG).

According to the student took the campaign seriously. The students accepted the fundamental and important massage the examination ethics in their own interest of the country that is a sure way to let their taken manifest prelude to achieving them destines and the only way to acquire the ethical training and moral armoire to cleared our great country of pervasive corruption and restore ethical value to our great country or state in a given country.

Lack of good background: A student who less primary and background may tend to cheat during examination because he may think no way escape unless through malpractice.

Setting question beyond the knowledge of student means to use hash word in setting question so that the student may tend to cheat or engage in doing malpractice.

Fear of failure: It can also lead to examination malpractice, because every student need to pass examination not to fail, this can lead to an examination malpractice by unserious student that they didn't prepare for examination.

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