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FORMS, CAUSES AND EFFECT OF EXAMINATION MALPRACTICE IN SOME SELECTED SECONDARY SCHOOLS IN ETSAKO WEST LOCAL GOVERNMENT AREA OF EDO STATE, NIGERIA.

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ABSTRACT

The study was carried out to survey the Forms, Causes and Effect of Examination Malpractice in some selected secondary schools in Etsako west local government of Edo state, Nigeria. Four research questions were raised and analysed using simple descriptive analysis of frequency counts and percentages. The descriptive survey design was adopted for the study. The total population for the study is two thousand one hundred and seven (2107) and sample size of four hundred and twenty-one (421) which is 20% of the entire population was selected using proportionate stratified random sampling technique. The questionnaire entitled "The questionnaire entitled "Forms, Causes and Effect of Examination Malpractice in secondary schools Questionnaire (FCEEMSSQ)" was the instrument for data collection. Among the findings of the study were that: parental pressure, societal value, laziness and lack of interest in academic work, lack of teaching facilities, teachers factors, lack of qualify teachers, bad teaching method, poor self-respect/self-discipline and low self-esteem, the desire to pass examination at all cost and emphasis on certificate are the major causes of examination malpractice in the three selected secondary schools in Etsako west local government area. The study also discovered that academic dishonesty, losing confidence in the certificates awarded by Nigeria institutions, introduction of youths into the practice of fraud/ corruption, poor quality of graduates, hopelessness and helplessness, Army of the unemployable in Nigeria, introduction of some measures of suspicion of our certificates, poor standard of education, perpetual moral decadence and irreversible loss of credibility of examination malpractice are the effects of examination malpractice. The study recommends that efforts should be made to reduce undue emphasis placed on paper qualifications in order to minimize the rate at which students indulge in examination malpractices to acquire paper qualifications.

INTRODUCTION

One of the contemporary problems affecting the Nigeria education system today is examination malpractice. However, it is a global phenomenon reported in Japan, Pakistan, Great Britain and here in Africa. But it has assumed alarming dimension in Nigeria educational system. Western education has become synonymous with modern civilization, enlightenment and socialization. This is because the more advanced nations of the world, with their superlative and result-oriented qualitative education have become the unassailable parameters for human transformation, innovation and social change (Okara, 2012). Denga (1991) cited in Sule (2009) opines that education is fulcrum on which all other spheres of development revolves and that investment in education means investment in manpower development, political sanity and survival, health and healthy living, economic progress, socio-cultural development and industrialization. Wiliyat (2009) opines that, the education system is an instrument a society uses to equip its entire people to lead productive public lives and full personal lives according to their talent and interest. The author maintained that this system must be such a situation that gifted individuals has full opportunity to develop their skills; it must give scope for the training of the leadership group and at the same time provide for the development of all the vocational abilities needed for the creation of a progressive and democratic society.

According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. But when examination is not properly conducted, the expected feedback may not result. Consequently the result of such evaluation leads to wrong decision and judgment which affect the teacher, the learner (which is the human resource), the entire education industry, as well as the society. This is the condition that is mostly obtainable in the training and development of human resources across educational and training centres in Nigeria. Examination as part of evaluation is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this form of evaluation is often regarded as a feedback. But when examination is not properly conducted, the expected feedback may not result. Consequently the result of such evaluation leads to wrong decision and judgment which affect the teacher, the learner, the entire education industry as well as the society. A reality that cannot be ignored is that no matter how lofty, how enviable, how laudable, how gigantic the education goals are, how relevant the school curriculum is organized, if no provision is made for accurate evaluation of learning progress, all these efforts will be a wasteful venture (Duze, 2011). Examination could be conducted for the purpose of selection, classification and certification. For examination to be valid and reliable it has to be

administered under conducive and uniform conditions where examinees are made to adhere to stipulated rules and regulations. Measurement of ability has always been an important part of the school system such that even the habitual absentees normally turn up to school and present themselves for testing on examination days (Emaikwu, 2011). Some recent researches have shown that majority of students who gained admissions into tertiary institutions in Nigeria are products of examination malpractice.

University of Port Harcourt Academic Policies (2001) defines examination malpractice as all forms of cheating which directly or indirectly falsify the ability of the students. Examination malpractice as a concept is variously defined to include all practices that frustrate the conduct of a free and fair examination that puts one candidate in an undue position of advantage over another candidate or examinee. It involves any form of illegal and unauthorized assistance that is given to a candidate or student in an examination (Nigerian Tribune, 2012). Examination malpractice according to Usman (2005) is cheating in the examination or any intention to benefit or give undue advantage to oneself or another by deceit or fraud, before, during and after examination. Examination malpractice is already becoming a culture in Nigerian educational scene because it is been condoned by most parents, students, teachers and lecturers (Ojerinde, 2010). A lot of work has been done on examination malpractice in Nigeria but the cankerworm or menace is yet to be eradicated or defeated and as such more work is needed to be done, this necessitate this present study.

STATEMENT OF THE PROBLEM

One of the contemporary problems affecting the Nigeria education system today is examination malpractice. This prompted the Federal Military Government to promulgate Examination Malpractices Decree 20 in 1984. Decree 20 was later amended by Examination Malpractices Decree 33 of 1999, which lists twelve various offences as examination malpractices. The incidences of examination malpractice have become so obvious that there is virtually no examination in Nigeria secondary schools without any form of shoddy practice or the other.

The devastating effect of examination malpractice in Nigeria educational system is the deteriorating moral decadence in the society. Examination malpractices have consistently remained a bane of Nigerian educational system to the extent that most foreigners says, the academic certificates being issued to graduates in Nigeria are no more valuable than the pieces of paper on which they are printed (Nuraini, 2008).



It is against this background that this study attempts to investigate the forms, causes and effects of examination malpractice in some selected secondary schools in Etsako West local government area of Edo state.

OBJECTIVES OF THE STUDY

- i. determine the causes of examination malpractice in secondary schools in West Local Government Area
- ii. examine the forms of examination malpractice in secondary schools in Etsako West Local Government Area
- iii. ascertain the effects of examination malpractice in secondary schools in Etsako West Local Government Area

RESEARCH QUESTIONS

The following research questions are raised for this study

- i. What are the forms of examination malpractice in some selected secondary school in Etsako West Local Government Area?
- ii. What are the causes of examination malpractice among students in some selected secondary in Etsako West Local Government Area?
- iii. What are effects of examination malpractice among students in some selected secondary school in Etsako West Local Government Area?

METHODOLOGY

This study will employ a descriptive survey design to investigate the Causes of Examination Malpractice in some selected Secondary Schools in Etsako West Local Government Area of Edo state. A descriptive design would be considered appropriate because it studies both large and small population by selecting and studying samples chosen from the population to discover the relative incidence and distribution. The population of this study consists of all the teachers and students in the three in the three selected secondary schools in Etsako west local government area of Edo state. The schools are Ekhei girls' secondary school, Auchu, St. Angelas girls' grammar school, Uzairue and Afowa mixed secondary school, Afowa. The total population for the study is two thousand one hundred and seven (2107). The sample size of this study is drawn from the total population of two thousand one hundred and seven (2107). This population is relatively large for the researchers to cover and as

such the researchers decided to select a sample size of four hundred and twenty-one (421) which is 20% of the entire population.

A proportionate stratified random sampling technique was adopted to ensure that all the elements (stratum or sub-group) that constitute the population are represented in the study. Proportionate stratified random sampling ensures greater representativeness of the sample relative to the population and guarantees that minority constituents of the population are represented in the sample (Nworgu, 2006). This study employed the questionnaire as instrument for data collection. The questionnaire was constructed by the researchers. The questionnaire entitled “Forms, Causes and Effects of Examination Malpractice in some selected Secondary Schools in Etsako West Local Government Area Of Edo State, Nigeria (FCEEMSSQ) will be used in this study. The questionnaire is made up of two parts. The first consists of biographical data of the respondents such as categories of respondents, schools and gender. The second part consists of four sections that contained structured statements aimed at eliciting data on the Forms, Causes and Effects of Examination Malpractice in some selected Secondary Schools in Etsako West Local Government Area of Edo State, Nigeria. The data obtained from the copies of the questionnaire retrieved from the respondents were analyzed using simple percentage and frequency counts to answer the research questions raised.

RESULTS AND DISCUSSION

Table 1: Returned rate of the Questionnaire

Secondary schools	Number of questionnaire administered	%	Number of questionnaire returned completed	%	Number of lost and uncompleted questionnaire	%
Ekhei girls secondary school, Auchu.	119	28.3	115	27.3	4	1.0
St. Angelas girls' grammar school, Uzairue	128	30.4	120	28.5	8	2.0
Afowa mixed secondary school Afowa	174	41.3	164	39.0	10	2.4
Total	421	100	399	95	22	5

Table1 reveals the returned rates of the questionnaire administer to the respondents. It shows that out of the 421 copies of the questionnaire administered to the respondents in the three secondary schools used in this study. In Afowa mixed secondary school, Afowa 174(41.3%) copies of the questionnaire were administered and 164 (39.0%) were duly completed and returned. In St. Angelas girls’ grammar school, Uzairue 128 (30.4%) copies of the questionnaire were administered and 120 (28.5%) were duly completed and returned. In Ekhei girls’ secondary school, Auchi 119 (28.3%) copies of the questionnaire were administered, while 115(27.3%) copies were returned completed. The study recorded a high returned rate of 399 (95%) with 22(5%) loses or uncompleted in all. This high response rate was achieved because the researcher personally administered the questionnaire with the help of some close.

Table 2: Gender Distribution of Respondents

Gender	No of respondents	Percentage
Male	181	24
Female	218	76
Total	399	100

Table2 shows the gender distribution of respondents with female 218 (54.6%) and male 181 (45.4%). This is an indication that there are more females respondents in the three secondary schools used in this sturdy.

Research Question Analyses

Research Question one

What are the forms of examination malpractice in some selected secondary school in Etsako west local government area?

Table 3: Forms of Examination Malpractice in some selected Secondary Schools in Etsako West Local Government Area

Forms of examination malpractice	N	Agree	%	Disagree	%
ECOMOG/ECOWAS/OAU	399	334	83.7	65	16.3
Sorting	399	286	71.7	113	28.3
Giraffing	399	310	77.7	89	22.3
Impersonation	399	319	80.0	80	20.1
Fore-knowledge of examination questions	399	298	74.7	101	25.3
Leakage of question papers	399	223	55.9	176	44.1
Insult/ Assault on supervisors/ invigilators /inspectors	399	233	58.4	266	66.7
falsification continuous assessment	399	290	72.7	109	27.3
Use of information communication technology	399	297	74.4	102	25.6
Miracle centre	399	307	76.9	93	23.3

Average= 72.43 (agreed) and Average Respondents = 289.7

Table3 shows the forms of examination malpractices in selected secondary schools in Etsako west local government area. One major forms of examination malpractice given by 334 of respondents (83.7%) ECOMOG/ECOWAS/OAU. Another important response given by 319 of the respondents (80.0%) is impersonation. Other responses include giraffing (77.7%), miracle centre (76.9%), fore-knowledge of examination questions 298 (74.7%), use of information communication technology (74.4%), falsification continuous assessment 290(72.7%), Sorting 286(71.7%), Insult/ Assault on supervisors/ invigilators /inspectors 233(58.4%) and Leakage of question papers with 223(55.9%). On the average of 239.7 of the respondents (72.43%) claimed that all the items listed are the major forms of examination malpractice in their schools.

Research Question two

What are the causes of examination malpractice among students in some selected secondary in Etsako West Local Government Area?

Table 4: Causes of Examination Malpractice in some selected Secondary Schools in Etsako West Local Government Area?

Causes examination malpractice	N	A	%	D	%
Parental pressure	399	381	95.5	18	4.5
Societal value	399	371	93.0	28	7.0
Laziness and lack of interest in academic work	399	302	75.7	97	24.3
Lack of teaching facilities	399	238	59.7	161	40.4
Teachers factors	399	352	88.2	47	11.8
Lack of qualify teachers	399	298	74.7	101	25.3
Bad teaching method	399	307	76.9	92	23.1
Poor self-respect/self-discipline and low self-esteem	399	279	69.9	120	30.1
The desire to pass examination at all cost	399	343	86.0	56	14.0
Emphasis on certificate	399	377	94.5	22	5.5

Average = 81.1 (agreed) and Average Respondents = 325

Table4 reveals the causes of examination malpractice in some selected secondary schools in Etsako west local government area. The opinion of the respondents varied on the causes of examination malpractice with 381(95.5%) of the respondents indicated that parental pressure is one of the major causes of examination malpractice. Another important response given by 377 respondents (94.5%) is emphasis on certificate as cause of examination malpractice. Others responses include Societal value 371(93.0%), Teachers factors 352 (88.2%), the desire to pass examination at all cost 343(86.0%), Bad teaching method 307(76.9%), Laziness and lack of interest in academic work 302 (75.7%), Lack of qualify teachers 298 (74.7%), Poor self-respect/self-discipline and low self-esteem 279(69.9%) and Lack of teaching facilities 238 (59.7%). On the average 325 of the respondents

(81.1%) indicated that all the items listed in table 4.5 are causes of examination malpractice in the selected secondary schools in Etsako west local government area.

Research Question three

What are effects of examination malpractice among students in some selected secondary school in Etsako West Local Government Area?

Table 5: Effects of Examination Malpractice in some selected Secondary Schools in Etsako West Local Government Area

Effect of examination malpractice	N	A	%	D	%
Academic dishonesty	399	321	80.1	78	19.5
Losing confidence in the certificates awarded by Nigeria institutions	399	332	83.2	67	16.8
Introduction of youths into the practice of fraud/ corruption	399	344	86.2	55	13.8
Poor quality of graduates	399	378	94.7	21	5.3
Hopelessness and helplessness	399	209	52.4	190	47.6
Army of the unemployable in Nigeria	399	355	89.0	44	11.0
Introduction of some measures of suspicion of our certificates	399	259	64.9	140	35.1
Poor standard of education	399	381	95.5	18	4.5
Perpetual moral decadence	399	329	82.5	70	17.5
Irreversible loss of credibility	399	299	74.9	100	25.1

Average = 80.5 (agreed) and Average Respondents = 321

Table5 reveals the effects of examination malpractice in some selected secondary schools in Etsako west local government area. Thus respondents opinion on the effects of examination malpractice include poor standard of education with 381(95.5%), poor quality of graduates 378(94.7%), Army of the unemployable in Nigeria with 355 (89.0%), introduction of youths into the practice of fraud/ corruption with 344(86.2%), losing confidence in the certificates awarded by Nigeria institutions with 332(83.2%), perpetual moral decadence with 329(82.5%), Academic dishonesty with 321(80.1%). Others effects are Irreversible loss of credibility with 299(74.9%),

introduction of some measures of suspicion of our certificates 259(64.9%) and Hopelessness and helplessness 209(52.4%). The average percentage of the respondents on the agreed o the items in this section is 321 (80.5%)

DISCUSSION OF FINDINGS

The average percentage on the forms of examination malpractices in selected secondary schools in Etsako west local government area is high (72.43%) because it is above the average bench mark of 50%. This findings agrees with Anzene (2014) who posited that examination malpractice has gone from simple 'giraffing' where students occasionally stretch their necks to catch glimpse of what they want to copy from other students' scripts to a variety of sophisticated ones. These include the use of 'Micro-chip'; writing very tiny summaries on pieces of paper, parts of the body, or on materials found within the venue etc. This also corroborates with Nwadiani (2005) who noted that the West African Examination Council in over sixty years of her existence has been able to detect various forms of malpractice perpetrated by candidates and their accomplices in its examinations. They include; bringing foreign materials into the examination, irregular activities inside or outside examination hall, collusion, impersonation, fore-knowledge of examination questions, leakage of question papers traceable to the printing press or other persons associated with the custody of the papers, mass cheating and Insult/ Assault on supervisors/ invigilators /inspectors by candidates.

The average percentage on the causes of examination malpractice as perceived by both teachers and students in some selected secondary schools in Etsako west local government area of Edo state is high (81.1%). This finding conform with the works of Adekale (1993) and Omotosho (1990) that identified several factors responsible for examination malpractice and have lamented its seeming intractability. Institutional, personal and societal factors have been advanced while lack of adequate preparation for examinations, poor school facilities, poor sitting arrangement for examinations and low morality are among the causes identified. Furthermore, Ojerinde (2010) opined that Examination malpractice is already becoming a culture in Nigerian educational scene because it is been condoned by most parents, students, teachers and lecturers. Emphasis on certificate, the desire to pass examination at all cost, Laziness and lack of interest in academic work on the part of the students, Teachers factors, Parental pressure and societal values among others are the major causes of examination malpractice as advanced in this study.

The average percentage on the effects of examination malpractice as perceived by both teachers and students in some selected secondary schools in Etsako west local government area of Edo state is very high

(80.5%). This agrees with the view of Obasi (2009) reported that the impacts of examination malpractice in the society are catastrophic and that it affects all facets of society, the individual, the home, the school, the government, the private organization and the international community negatively. The finding from this study revealed that examination brings about academic dishonesty, losing confidence in the certificates awarded by Nigeria institutions, introduction of youths into the practice of fraud/ corruption, poor quality of graduates, hopelessness and helplessness, Army of the unemployable in Nigeria, introduction of some measures of suspicion of our certificates, poor standard of education, perpetual moral decadence and irreversible loss of credibility. Duze (2011) submitted that some university graduates who are products of examination malpractice have become a reserved army of the unemployable in Nigeria. It is obvious today that examination malpractice has introduced some measures of suspicion of our certificates. The situation is that the society is gradually losing faith in the certificate awarded by some educational institutions in Nigeria (Ogum, 2007).

SUMMARY OF THE FINDINGS

Based on the result arising from the data analysis the following findings were summarized in the study:

- i. ECOMOG/ECOWAS/OAU, sorting, giraffing, impersonation, fore-knowledge of examination questions, leakage of question papers, insult/ assault on supervisors/ invigilators /inspectors, falsification continuous assessment, use of information communication technology and miracle centre are the forms of examination malpractice
- ii. Parental pressure, societal value, laziness and lack of interest in academic work, lack of teaching facilities, teachers factors, lack of qualify teachers, bad teaching method, Poor self-respect/self-discipline and low self-esteem, the desire to pass examination at all cost and emphasis on certificate are the major causes of examination malpractice
- iii. Academic dishonesty, losing confidence in the certificates awarded by Nigeria institutions, introduction of youths into the practice of fraud/ corruption, poor quality of graduates, hopelessness and helplessness, Army of the unemployable in Nigeria, introduction of some measures of suspicion of our certificates, poor standard of education, perpetual moral decadence and irreversible loss of credibility of examination malpractice are the effects of examination malpractice

CONCLUSION

From the foregoing, it can be concluded that Examination malpractice has become a hydra-headed monster that pervades the entire educational system especially secondary schools in Nigeria. It is perpetrated by students teachers and parents and their accomplices alike both within and outside the examination halls using different techniques or formats such as sorting, giraffing, impersonation, fore-knowledge of examination questions, leakage of question papers, insult/ assault on supervisors/ invigilators /inspectors, falsification continuous assessment, use of information communication technology and miracle centre. Examination malpractice is facilitated or motivated by some factors like parental pressure, societal value; laziness and lack of interest in academic work, lack of teaching facilities, teachers factors, lack of qualify teachers, bad teaching method, poor self-respect/self-discipline and low self-esteem, the desire to pass examination at all cost and emphasis on certificate.

The resultant effects of examination malpractice are academic dishonesty, losing confidence in the certificates awarded by Nigeria institutions, introduction of youths into the practice of fraud/ corruption, poor quality of graduates, hopelessness and helplessness, Army of the unemployable youths in Nigeria, introduction of some measures of suspicion of our certificates, poor standard of education, perpetual moral decadence and irreversible loss of credibility of examination malpractice.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are hereby made:

- i. Government and other relevant authorities should ensure adequate provision of basic teaching or learning materials such as teaching aids or instructional materials, well stock library and fully equipped Libraries and laboratories.
- ii. Government and relevant stakeholders should come up with a policy framework to discouraged or reduce undue emphasis placed on paper qualifications in order to minimize the rate at which students indulge in examination malpractices to acquire paper qualifications
- iii. Government and relevant stakeholders should ensure that only qualify teachers are employed to teach in secondary schools.
- iv. Government should ensure that the relevant legislations enacted on examination malpractices are enforced to the letter to serve as deterrent to others.

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