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Assessment of the Impact of Examination Malpractice on Students' Academic Achievement in the Directorate of Degree Programmes, Affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State

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ABSTRACT
This study assessed the impact of the examination malpractice on students' academic achievement in the Directorate of the Degree Programmes of Umar Suleiman College of Education, Gashu'a, Yobe State The population consisted of all the undergraduates in the programme. Purposive sampling techniques was used to select students from six departments to complete the designed questionnaire with the title "Assessment of the impact of examination malpractice on student's academic achievement" developed by the researcher. Ex post facto method was adopted for this research. Descriptive statistics was used to answer research questions, while Research Hypothesis was analyzed using t-test. The results of this research revealed the types, causes and the consequences of the examination malpractice on students' academic achievement in tertiary institutions. Similarly, recommendations were provided to help in reducing the examination malpractice.
Keywords: examination malpractice, academic achievement,

1.0 INTRODUCTION

Education is aimed at training the mind of its recipients for effective achievement. It prepares the individual with the information necessary for high level of human functioning. It is a process of teaching and learning that is evaluated through examination at the end of the learning period. Akaranga and Ongong (2013) described education as a process through which young adults are equipped to lead productive lives according to their talents and interests. Through education, learners are not only taught, trained, and adequately guided to acquire relevant skills and knowledge but also learn how to adapt to acceptable public life. Education means acts of overcoming handicaps, achieving greater equality, and acquiring wealth and status for all. The early years schooling focuses around developing basic interpersonal communication and literacy skills. Later, education turns towards gaining the knowledge and skills needed to create value and establish a livelihood. Also, people pursue education in order to satisfy their curiosity or interest for their personal development. Education could be formal or informal. Formal education occurs in a structured environment where everything is explicitly carried out by the teacher in teaching the students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Whilst informal learning occurs in a variety of places, such as out of school time, in youth programmes at community centres and even village squares. Informal

learning does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements. It is not necessarily planned to be pedagogically conscious, systematic and according to subjects, but rather unconsciously incidental, holistically problem oriented, and related to situation management and fitness for life. In the traditional African educational system, teaching and learning are basically practical. The students learned orally and through close observation of their master. In fact, it is usually done through imitation with no certificate awarded after completion of the course of study. However, it is made this way because the society requires skill acquisition and practical demonstration of the art being learned (Akaranga & Ongong, 2013). The western knowledge acquisition system or formal education is measured on certificates. Besides, certificate is not a full proof of knowledge retention. Before certificate is awarded, the students have to be examined in the field they have been trained.

The Oxford Advanced Learners Dictionary (2000) delineated examination as a spoken or practical test at school or college in order to be given certificate after stipulated period of time. It clearly explains that a test or examination is an assessment intended to measure a test takers knowledge or skill, aptitude, physical fitness or classification in many other topics (e.g. beliefs). A test may be administered orally, on a paper, on a computer or in confirmed area that requires a test taker to physically perform a set of skills. Examination is an organized assessment technique which presents individuals with a series of questions or tasks geared towards ascertaining the individual acquired knowledge and skills (Oduwaiye, 2014). Malik and Shah (1998) as cited in Akaranga and Ongong (2013) observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not be obtained. Hence, the result of such evaluation leads to wrong decisions and judgments which affect the teacher, the learner, the entire education industry, as well as the society. Ojonemi et al., (2013) said that whenever there is examination irregularity or malpractice, the validity and resulting outcome is questionable. 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. Evidence revealed that because of the laziness on the part of the students who always want to pass through crude ways resulted to examination malpractice.

Statement of the problem

The issue of examination malpractice has become very rampant in Nigeria tertiary institutions. This is a source of concern by education stakeholders. Scholars like Akanni and Udofin (2015), Nnam and Inah, A. F. (2015) and Asore (2014) carried out their studies on causes, consequences and possible ways of reducing examination malpractice in Nigerian secondary schools. This present work, however, is quite different with the studies of these scholars because the problems of the examination malpractice is investigated at the level of tertiary institution, specifically, in the Directorate of Degree Programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education, Gashua. In particular, the work brings to light the impacts of examination malpractice on students' academic achievement from 2017/2018 to 2020/2021 Academic Session.

Aim and Objectives of the Study

This study is aimed at assessing the impact of examination malpractice on students' academic achievement in the Directorate of Degree Programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State. Specifically, the objectives are to:

1. identify the types of examination malpractice that hinder academic achievement of students; and
2. investigate the causes of examination malpractice that deter academic achievement of students; in the directorate of degree programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

Research Questions

1. What are the types of examination malpractice that hinder academic achievement of students in the Directorate of Degree Programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State?

2. What are the causes of examination malpractice that deter academic achievement of students in the Directorate of Degree Programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State?

Research Hypothesis

The following null hypothesis was developed and tested at the 0.05 level of significance:

$H_{1:}$ There is no significant difference between the performances of students in the year involved in the examination malpractice compared to the year after their involvement in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

2.0 LITERATURE REVIEW

Examination was referred to the part of students' evaluation process that involves the determination of the intellectual ability, competence and the learners' level of understanding after a given training has been offered (Emaikwu, 2012). It evaluated the quality of knowledge, skills, capability, understanding that a person has acquired within a specified period of time (George & Ukpong, 2013). As a tool of evaluating academic performance, it is the basis on which the entire system of academics operates, rotates and it is also an instrument used to decide whether a student is allowed to move to the next level or be retained at where he is (Adegbenjo & Adebayo, 2017). According to Nnam and Inah (2015), examination was considered the means by which a candidate's ability, knowledge, competence, progresses is formally measured and appraised in the educational sector. Examination grades are the most common means by which parents and society are informed about learners' academic performance (Airasian, 2001). In this regard, no one wants to fail examination, it encourages some students to engage in dubious act of irregularity or malpractice. Examination is an organized assessment technique which presents individuals with a series of questions or tasks geared towards ascertaining the individual acquired knowledge and skills (Oduwaiye, 2014). Malik and Shah (1998) as cited in Akaranga and Ongong (2013) observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to understand their academic strengths and weaknesses apart from providing teachers with opportunities to apply new methods of teaching if the adopted one does not work properly. But when examination is not conducted well enough, the expected feedback may not be obtained. Hence, the result of such evaluation leads to wrong decisions and judgments which affect the teacher, the learner, the entire education industry, as well as the society. According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining learners' level of skill acquisition or intellectual competence and understanding after a given training. Evidence revealed that laziness on the part of the students who always want to pass through crude ways resort to examination malpractice.

Examination Malpractice is referred to as any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. Examination malpractice is an act or irregular manner of testing candidates which contravenes the rules and conventions guiding the conduct of examinations. Examination malpractice has done a lot of harm to students since many of them have neglected their books with the hope of performing the magic they are used to in every examination. Examination malpractice in Nigerian educational system has been widely discussed and viewed as a major challenge not only to examination bodies but to school administrators, the entire education system, the government and the society at large (Adie & Oko 2016). Maduabum (2009) noted that examination malpractice is noticeable in every state of the Federal Republic of Nigeria and in all the school systems. Uzoagulu (2008) affirmed that giraffe method, furtive glancing, copying, and taking handwritten materials and textbooks into the examination hall rank first among the types of examination malpractice. Cheating has become a national phenomenon to the extent that forging certificates to gain admission or employment is a usual habit among desperate Nigerians and even among the political class. Several members of the legislative and executive arms of government in the last few years have been accused of certificate forgery and perjury in Nigeria and some have fallen from grace to grass as a result of examination malpractice. The case of a former Speaker of the House of Representatives in Nigeria who falsely claimed to have acquired a degree from University of Toronto but to the utter perplexity

of all and sundry, was only a secondary school certificate holder is still fresh in the minds of many Nigerians (Ariba, 2011). Examination malpractice has adverse effects on all facets of society, the individual, the home, the school, the government, the private sector and the international community (Obasi, 2009). As observed by Ajayi (2009), examination malpractice cannot be curbed unless the entire society displays high degree of responsibility, integrity and honesty by fighting this menace with all vigour and rigour it deserves. There should a de-emphasis on paper qualification for determining the fate of candidates for job placement; enforcement of punishment for offenders; and public enlightenment campaigns to be carried out regularly to expose the ills of examination malpractice. Hornby (2005), malpractice referred to careless, wrong, or illegal and undesirable professional behavior during and after examinations. It is regarded as the national tragedy of education in Nigeria. Examination malpractice is defined as the deliberate wrongdoing contrary to official examination rules (Maheshwari, 2011). Ugwu (2012) defined it as any deliberate wrongdoing contrary to official examination rules and designed to place a candidate at an unfair advantage. Maheshwari (2011) stated that different forms of malpractice are commonly committed at the pre-conduct, conduct, and evaluation stages. Maheshwari (2011), in addition, stated that the phenomenon of examination malpractice has become endemic in the educational system. Students are involved because they want to achieve success; parents are involved because they want good grades for their wards; teachers and others are involved because of the financial, material, and other intangible gains derivable from involvement in examination malpractice.

Types Of Examination Malpractice

The following are some identified forms of examinations malpractice by (Adie & Oko, 2016)

Leakage: This means the content of examination or part of it is disclosed prior to the examination. Usually, it involves one or more of the following: staff members of the examination authorities, printers, proof readers, and messengers.

Impersonation: An individual who is not registered as a candidate for a particular examination takes the place of one that is registered. Usually, this involves collusion between the chief examiner and the examination supervisor. It frequently involves tertiary institutions students taking the test for monetary reward or a favor for a girl friend or boyfriend.

Smuggling of Foreign Materials: This is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g. parts or whole note books, text books, microchips and answers) into the examination hall.

Foreign materials are frequently smuggled in pants, shoes, hems and bras or deposited or fixed in the hall prior to the examination or even smuggled in by the candidates or their aids during the examination.

Copying: Copying from another candidate's work with or without permission.

Collusion: Unauthorized passing of information between candidates usually by exchanging notes or scripts. This is usually facilitated by inadequate spacing between desks and laxed supervision.

Markers Malpractice: Deliberate alteration of marks designed to inflate or deflate a candidate's original mark. This can be initiated by examination officials or candidates (Eze, 2012 & Olanipekun, 2013).

Onyibe, Uma and Ibina (2015) opined that in every examination, students develop new methods of perpetrating examination malpractices. The instances of examination malpractices vary. They range from impersonation, leakage of questions, tampering with results, and computer fraud to fraudulent practices by invigilators. Some forms of malpractices are discussed below.

1. Collusion among candidates themselves and between them and examination officials: it occurs when candidates writing the same examination copy from one another. When examination official leaks the examination materials to the intended examinees, parents, or overzealous school managers prior to the examination time, the malpractice committed also falls under collusion. Collusion leads to mass cheating in examinations.
2. Impersonation: This is a case where another candidate or hired stand-in sits for examination on behalf of the genuine candidate; Male candidates sitting in for girls or vice versa and twins writing examinations for each other.

3. Giraffing: This form of cheating takes its name from one of the African wild animals with an extremely long neck, legs and small head (Akaranga & Ongong, 2013). It is a process in which an examinee stretches out his neck as long as possible to view and copy what a fellow candidate has written down for a given question. Giraffing is among the oldest and the commonest form of examination malpractice.
4. Inscription: Students have now advanced to the level of inscribing materials or information on anything like parts of their body for example palms, thighs, baby pampers; handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on (Oredein, 2006). Nursing mothers convert the tender skin of their baby to white board; intermittently during examination seek for permission to breastfeed their baby only to use such avenues for note reading or revision.
5. Irregular activities inside and outside the examination halls: Students, who have made up their minds to cheat, exhibit unwholesome behavior during examination. For instance, smuggling out question papers out of the examination hall, sending and receiving information from other candidates or from agents and touts outside the hall, tearing part of the question paper or answer booklet during the examination to perpetrate malpractice.
6. Scientific malpractice/ the use of mobile phones during examinations: Nowadays, candidates employ unauthorized scientific calculators, organizers, compact disc, and mobile phones to take undue advantage. Mobile phones with cameras (imaging functions) are used to take snapshots of a whole textbook in a much reduced format for use during examination. For examination that involves multiple choice questions, candidates inside the examination hall receive the answer through the handsets from their agents even outside that geographical location.
7. Bribery: This form of malpractice may be used to enhance teacher-student collusion to cheat. It brings in the economic perspectives in examination malpractices. A student may pay an examination official some money not necessarily to buy the question paper, but to be allowed to use illegal materials smuggled into the examination halls or to extend the examination scheduled period. Male students offer money or other valuables while female students use money or sex to bargain for "upgrading" of their examination scores. Bribery is common in both secondary and tertiary levels of education examination.
8. Intimidation / Assault on examination officials: There are reported cases where students and touts brandish dangerous weapons like daggers, pistols, axes, etc. in the examination venues to intimidate invigilators to have a free day while committing the heinous crime. Students who indulge in secret cult activities are more prone to this violent act. The case of intimidation is more evident during external GCE or during final semester of undergraduate studies examinations.
9. Other forms of examination malpractice includes the use of coded sign languages by some candidates, exchanging of answer booklets for note comparison or outright impersonation, mass cheating, leakage of question papers, etc.

From the forms of examination malpractices aforementioned, it is clear that examination malpractice is not limited to the time and the place of examination. In fact, it occurs either before, during or after examination. A typical pre-examination malpractice in Nigeria is in the process of registering SSCE candidates for examinations. Ojerinde (2004) cited in Anzene (2014) reported that one of the commonest forms of pre-examination malpractice is the registration of non-school candidates for school examination by principals in spite of clear regulations against such practice. This explains why secondary schools located in rural areas with no access road or difficult terrains that hinder external monitoring or supervision witness influx of candidates during SSCE examinations. Such "miracle centers" are established for pure economic gains and not to impart knowledge to students. The introduction of Global System for Mobile Communication (GSM) in the country has revolutionized examination malpractice in all tiers of our school system. A lot of academic information is now stored in these electronic gadgets for direct use in examination halls or for onward transfer via short message service (sms) to other students in any other parts of the country. Post examination malpractices include such unwholesome activities occurring after the examination, for instance, candidates tracing their answer booklets to the marking centres. During SSCE examinations (WASSCE, NECO, &

NABTEB), some candidates use pencil to write their telephone numbers, urging the marker (examiner) to contact them for price negotiation. Some female candidates also attach their semi-nude photographs in the answer booklets praying for a sexual promiscuous male to mark their answer booklets. Such photographs bear telephone numbers for contact. In the tertiary institutions, sorting and sexual gratification is a major form of post examination malpractice. Continuous assessment scores and even examination scores are altered by the unscrupulous lecturers to give undue advantage to their cohorts. Intervention by highly placed school officials for their wards or relative to be passed or given a specific grade at all cost is also a rampant case of post examination malpractice.

Causes of Examination Malpractice

The idea that, in Nigerian, certificate is most important than the skills to deliver is what prompted most students into malpractice so as to have the required certificate to be there. The society regards possession of certificate as Alfa and Omega where an individual is only recognized if he possesses certain certificate. Other factors responsible for examination malpractice in Nigeria includes what most respondents called "wrong value system which leads to serious quest for certification instead of knowledge and skills", Laziness, lack of preparation or in-adequate preparation for examination, lack of self- confidence, poor school facilities, (Lack of or in-adequate examination hall) poor sitting arrangement, socio-economic factors, political-undertone, privatization and commercialization of education, poor invigilation, weak parental function, etc. (Onyechere 2004; Awambor, 2004).

Many reasons have been adduced to be the cause of the prevalent cases of examination malpractice. Petters & Okon (2013) identified the causes to include fear of failure, craze for certificates, desire of parents to have their children in choice professions and university, pressure on students to pursue courses which they have no aptitude for, pressure from teachers who want to gain favour of students and overcrowded sitting arrangement. George & Ukpong (2013) linked the increasing rate of examination malpractice to poor teaching, ineffective preparation by students, ill-equipped library facilities, and dubious admission policy. Akaranga and Ongong (2013) viewed the cause of examination malpractice to parental upbringing. They opined that because of social status and economic ability, most parents are easily persuaded to bribe their way through for the sole success of their children and self-gratification. General moral decadence and the high premium placed on achievement and certificates by Cameroonians in recent times spawned examination fraud. The overdependence on educational certificates as a measure of one's knowledge and competence has led to a mad rush by most people for educational certificates through unethical means. The disjunction between culturally acclaimed goals and the institutionalized means of achieving these goals coupled with the cultural context of great emphasis on success-goals without equivalent emphasis upon institutional means of attaining these goals have created an environment that predisposes some students, teachers, parents and others to examination malpractice (Jimoh, 2009). Chidi (2003) affirmed that if students who bribe their ways out of the exam halls will only go ahead to make the community in which the find themselves to be more corrupt. He further asserted that a teacher in a training school who cannot pass written exams or final test and bribes his or her way out, or involve in examination malpractices cannot be able to manage his or her students in class, not to talk of teaching. He thus holds that such teachers will only be educating individuals who will become 'intelligent devils'. To him, he sees intelligent devils as people who cannot do any positive contributions in their societies and will only become arm robbers in future.

Many deeply rooted underlying factors have been reported to be the causes of examination malpractices in our schools. Fear and anxiety are pressures which „push" students to want to do well and this usually lead to all forms of examination malpractices (Ipaye, 1982 & Alhassan, 1991). As Paul-Cookey (2001) said, this emphasis on examination has caused indescribable anxiety, shock and nervousness in students and their parents. Laziness and inadequate preparation for examination are also identified as important causal factors of examination malpractice. This confirms the saying that, „he who fails to prepare, prepares to fail", and since many students who failed in preparation are bent on passing at all cost; cheating becomes their only option.

Some other causes of examination malpractices as enunciated by scholars like Ipaye, (1982), Alhassan (1991), Adeyinka (1993), Adekale (1993) & Olasehinde (1993) are attributed to the following group of factors as indicated below:

1. Society-Related Factors:

a) Undue emphasis on Certificates. b) Poor staffing of schools. c) Laxity in prosecuting offenders. d) Inadequate funding.

2. Institution-Related Factors:

a) Too difficult examination questions. b) Poor invigilation. c) Lack of conducive examination environment.

3. Teacher-Related Factors:

a) Teacher's threat to fail students. b) Lack of commitment on the part of teachers. c) Anxiety caused by non-completion of the syllabus. d) Leakages through teachers.
e) Un-stimulating course materials. f) Strikes that often interrupt the school programmes.

4. Learner-Related Factors:

a) The fear of failure. b) Inadequate preparation. c) Desire to meet societal expectations. d) Lack of confidence in one's ability.

5. Group-Related Factors:

a) Parents/Guardians. b) Examination Officials. c) Examining Board Computer Operators. d) Law Enforcement Agents.

Effects of Examination Malpractices

Some of the effects of examination malpractices as highlighted by Alhassan, (1991), & Oyetunde, (2004) are:

1. It gives a false impression of the amount of knowledge, understanding or skills possessed by students. This is dangerous because examinations are a means of assuring the public that candidates certified by institutions and examination bodies as having done well in their examinations are of the quality and competence reflected in their certificates.
2. It defeats the basis of objective comparison between and among candidates. The examination is an instrument of objective comparison between the competing candidates with respect to their mastery of what have been jointly taught to them. That is, examinations are often used for ranking and selection purposes. In this regard, examination malpractice makes the selection of the best for a particular position or level difficult. This makes a mockery of excellence and standard and sends the signal that honesty does not pay.
3. It breeds mediocrity and enthrones laziness and stupidity, thereby discouraging hard work, which is the foundation of growth and progress.
4. It fosters self-deception as those who engage in examination malpractices cannot correctly and objectively assess their competence.
5. It is a violation of the law of Almighty God and a reproach to individual's families and a nation.
6. It places education and evaluation on a very precarious foundation and creates a picture of a nation growing on falsehood.
7. It retards the development of a nation. That is, it can create a nation of consumers and not producers. 8. It breeds criminals, "fraudsters" and killers. We can imagine the havoc that fake medical doctors can cause to people and nation.
9. It frustrates the use of examination for educational reforms, as it will be difficult for the administrators of education to know the extent to which the objectives of education are being served. 10. It erodes public confidence in examinations and the entire educational system.
11. It causes confusion and disorientation for the society and employers of labor.

METHODOLOGY

The research employed survey research design. Sambo (2002) described survey as a type of research in which a random sample is taken from a well-defined population. The population covered all the students of six departments in the Directorate of the Degree Programmes, Umar Suleiman College of Education Gashua. Purposive sampling techniques were used for this study. The questionnaire was used to obtain the data for this research. The researchers administered the questionnaire themselves with the help of the research assistant. The research questions were answered using descriptive statistics, while the research hypotheses were answered using T-test for independent sampling.

DATA ANALYSIS, RESULT AND DISCUSSION

This section presented data analysis, result and discussion. It discussed the research questions and research hypothesis raised under this study. However the chapter discussed the data analysis, summary of finding and discussion.

To analyze the research questions for this study. Descriptive statistics was used to answer research questions via percentage and frequency, while research hypotheses of this study were analyzed using T-test.

1. *What are the types of examination malpractices that hinder academic achievement of students in higher institutions in the Directorate of Degree Programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education, Gashua Yobe State?*

Table 1 Type of examination malpractice from 2017/2018 to 2020/2021 Academic Sessions

S/N	ITEMS	Responses Frequency	PERCENTAGE
1.	Copying answers from pieces of Paper	50	71.4
2.	Copying answers from Mobile Phone	07	10
3.	Copying answers from Palm	07	10
4.	Copying answers from Rack	01	1.43
5.	Communication in Examination Hall.	01	1.43
6.	Bringing in Prepared Booklet into the Examination Hall	04	5.71

Source: Examination Office, Degree Programmes USCOEGA 2022.

Table 1 shows the types of examination malpractice. It is obvious from the table 1, 50 out of 70 students who involved in the examination malpractice which represent 71.4% were caught copying answers from pieces of paper during examination. However, 7 out of 70 students who involved in the examination malpractice were caught copying answers from mobile phones which amount to 10% during examination. Moreover, 7 out of 70 students who involved in the examination malpractice which constitute 10% were caught copying answers from palm during examination. A student out of 70 students who involved in the examination malpractice which represent 1.43% was caught copying answers from rack during examination. A student out of 70 students who involved in the examination malpractice which represent 1.43% was caught communicating during examination. Also, 4 out of 70 students who involved in the examination malpractice which represent 5.71% were caught in the examination hall with prepared booklets during examination. Therefore, these are the types of examination malpractice that occurred from 2017/2018 to 2020/2021 Academic Session in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashua Yobe State.

2. *What are the causes of examination malpractices that deter academic achievement of students in higher institutions in the Directorate of Degree Programmes, affiliated to University of Maiduguri, Umar Suleiman College of Education, Gashua Yobe State?*

Table 2 Causes of examination malpractice from 2017/2018 to 2020/2021 Academic Sessions

S/N	Items	Frequency		Percentage	
		YES	NO	YES	NO
1.	Lack of facilities	26	14	65	35
2.	Lack of qualified teachers	27	13	67.5	32.5
3.	Inadequate preparation	32	08	80	20
4.	Fear of failure	27	13	67.5	32.5
5.	Students' decline reading habit	20	20	50	50
6.	Lack of proper Supervision	27	13	67.5	32.5
7.	Too much emphasis on paper qualification	20	20	50	50
8.	Poor sitting arrangement during examination	33	07	82.5	17.5
9.	Writing examination in an overcrowd hall	28	12	70	30
10.	Inadequate of time allocated to examination and Inability to cover scheme of work	20	20	50	50
11.	Impose course on students by parents	18	22	45	55

Source: Examination Office, Degree Programmes USCOEGA, 2022.

Table 2 shows the causes of examination malpractice. It is obvious from the table 2, 26 respondents, which represent 65% responded with "Yes" that lack of facilities cause examination malpractice, while 14 respondents, which represent 35% responded with "No" that lack of facilities do not cause examination malpractice. 27 respondents, which represent 67.5% responded "Yes" that lack of qualified teachers cause examination malpractice, while 13 respondents, which represent 32.5% responded "No" that lack of qualified teachers do not cause examination malpractice. 32 respondents, which represent 80% responded "Yes" that inadequate preparation cause examination malpractice, while 8 respondents, which represent 20% responded "No" that inadequate preparation do not cause examination malpractice. 27 respondents, which represent 67.5% responded "Yes" that fear of failure cause examination malpractice, while 13 respondents, which represent 32.5% responded "No" that fear of failure do not cause examination malpractice. 20 respondents, which represent 50% responded "Yes" that students decline reading habit cause examination malpractice, while 20 respondents, which represent 50% responded "No" that students decline reading habit do not cause examination malpractice. 27 respondents, which represent 67.5% responded "Yes" that lack of proper supervision cause examination malpractice, while 13 respondents, which represent 32.5% responded "No" that lack of proper supervision do not cause examination malpractice, 20 respondents, which represent 50% responded "Yes" ` that too much emphasis on paper qualification cause examination malpractice, while 20 respondents, which represent 50% responded "No" that too much emphasis on paper qualification do not cause examination malpractice. 33 respondents, which represent 82.5% responded "Yes" that poor sitting arrangement during examination cause examination malpractice, while 7 respondents, which represent 17.5% responded "No" that poor sitting arrangement did not cause examination malpractice. 28 respondents, which represent 70% responded "Yes" that writing examination in overcrowd hall cause examination malpractice, while 12 respondents, which represent 30% responded "No" that writing examination in overcrowd hall do not cause examination malpractice. 20 respondents, which represent 50% responded "Yes" that inadequate of time allocated to examination and inability to cover scheme of work cause examination malpractice, while 20 respondents, which represent 50% responded "No" that inadequate of time allocated to examination and inability to cover scheme of work do not cause examination malpractice. Finally, 18 respondents, which represent 45% responded "Yes" that impose course on students by parents cause examination

malpractice, while 22 respondents, which represent 55% responded "No" that impose course on students by parents do not cause examination malpractice. Therefore it has been concluded that all these cause Examination Malpractice among students in the Directorate of Degree Programmes, Affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashua Yobe State.

Testing of Hypothesis

Hypothesis: There is no significant difference between the performances of students in the year involved in the examination malpractice compared to the year after their involvement in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

Table 3: Test of difference of students' academic achievement in the year involved in the examination malpractice compared to the year after their involvement from 2017/2018 to 2020/2021 Academic Session in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

Table 3: T-Test Analysis of the Respondents' Academic Performance

Group	N	X	DF	P-VALUE	REMARK
Pre_Test	19	2.9068	18	0.659	No sig.
Post_Test	19	2.9832			

$\alpha - value \leq 0.05$ level of significance

Table 3 shows that the p - value of 0.659 using degree of freedom of 18 at 0.05 level of significance was obtained. The null hypothesis that said: "there is no significant difference between performances of students in the year before and after their involvements in the examination malpractice" is here by retained since $0.659 > 0.05\ level\ of\ significance$. This implies that the difference between mean score of students in the year involved and the year after their involvement is minute; hence, students should avoid examination malpractice because it does not add any value to the performance of students in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashu'a, Yobe State.

DISCUSSION OF RESULTS

The study assessed the impact of examination malpractice on students' academic achievement in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashua, Yobe state. The major types of examination malpractice identified by the researcher include copying answers from pieces of paper which is the most occurrence, copying answers from mobile phone, copying answers from palm, copying answers from rack, communication in the examination hall, and bringing in prepared booklet into the examination hall.

It also found that the causes of examination malpractice on students' academic achievement in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of education Gashua, Yobe state, include lack of necessary instructional facilities that facilitate easy learning to the learners, lack of qualified teachers that impart knowledge to the learners, inadequate preparation towards examination, fear of failure among students, students decline reading habit, lack of proper supervision during examination, too much emphasis on paper qualification, poor sitting arrangement during examination, writing examination in overcrowd hall, inadequate time allocated to the examination, inability to cover scheme of work, and impose course on students which is beyond the learners ability by parents as a factor.

CONCLUSION

The findings of this research have revealed the types, causes, and consequences of examination malpractice, among students in the Directorate of Degree Programmes, affiliated to the University of Maiduguri, Umar Suleiman College of Education Gashua, Yobe State. It is pertinent that the society, the general public, government of Yobe State, and indeed Nigeria as a whole to stand up and face the

challenges pose by this menace, otherwise, the future of our educational system will collapse to some extent that the product of our institution will not compete with other countries across the globe.

RECOMMENDATIONS

Even though, the system tried its possible best to provide solution to curb this crime, little have been achieved in the fight against examination malpractice, the research recommended that:

1. Proper orientation should be organized to the new admitted students at the right time by the college management.
2. College Handbook needs to be issued to each and every student.
3. Parents should not impose course to their children, that they should allow them to study the course of their choice.
4. The institution should be fair in selecting questions, conducting exams, marking of answer scripts, and grading of students.
5. Adequate punishment should be given to an erring student based on the offences committed as provided in the College Handbook.
6. Guidance counselors should help students to define their goals and solve problems related to personal, social and academic concern.
7. Qualitative teaching through adequate preparation by the lecturers should be improved on.

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