

EXAMINATION MALPRACTICE IN SCHOOLS AND COLLEGES OF IFO EDUCATIONAL ZONE: IMPLICATIONS FOR SUSTAINABLE EDUCATIONAL DEVELOPMENT

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ABSTRACT

Sustainable education is imperative. The paper examines current examination practices, and malpractice. School Heads and proprietors were interviewed and so also parents, teachers and students. Records of examinations and examiners' reports were perused. Similarly, examiners' reports for ten years in WAEC and five years in NECO were read and used. Parents and guardians, teachers, examiners, invigilators, supervisors, students, proprietors, school systems and others are all culprits. It has taken different dimensions: buying questions and marks, inducing teachers, examiners, supervisors and invigilators; assisting students to write examinations; arbitrary award of marks, cheating, sneaking maps, graphs, charts, data, answered scripts, specimens, text books and drawings into examination halls; leaking examination questions, failure to submit scripts, impersonation and others. For greater advantages, special centers are created. Poverty, laziness, pride, peer influence, desire for paper qualifications, indiscipline and others are the major causes. Societal misfits, miscreants, hooliganism, tuggery, forgery, cheating, stealing, fraud, burglary, corruption, low standard of education, unproductive societies, unsustainable education, unsustainable community and others are the results. There must be well spelt out rules and regulations and very strong legislative measures that will stand against examination malpractice and completely eliminate all forms of misconduct in schools.

Keywords: Examinations, colleges, miscreants, unsustainable education, development.

BACKGROUND

Since independence till date, individuals, missions, communities, groups and governments have established schools and colleges, all of whose efforts were building on the efforts of those great Nigerians, Eyo Ita and N. D. Oyerinde who had lofty ideas of bringing American system of education to Nigeria to ensure production of a generation of hardworking, selfless and creative Nigerians who would provide their own basic needs and those of their fellow Nigerian", (Ogbeidi, 1997). There are now several millions of Nursery and Primary schools, Secondary schools and Colleges; and over one hundred Universities owned by private individuals, religious groups and State and Federal governments - all towards education of minds for sustainable development of the nation in particular and humanity in general.

There are now greater quests for knowledge, academic credentials and excellence at all levels of education. Successful completion of one level, from nursery through primary and secondary levels leads to tertiary levels of education. The tertiary levels could be Monotechnics, polytechnics or universities, (Nigeria, 1981). Though not clearly vigorously defined at the nursery level, it is fairly distinct and sometimes very competitive at the other levels. It is also very competitive to transit from secondary to any tertiary level of education

Therefore, all hands must be on deck for any candidate at any other levels to favourably compete and succeed either for employment and or for progressing the education at higher levels or as the case may be. It is competitive. Probably because of competition for few employment vacancies and or requirements for admission, limited admission vacancies into the next levels of education, candidates would want to put in whatever is humanly possible to scale through the huddles of examination at any particular level.

The historical development of testing and evaluation has been as old as mankind, (Ndiho, 2008). Major techniques of evaluation in the pre-literate period were oral examination and there were no written tests. It was very prominent among the Greeks and Chinese. Great universities of Europe used it to examine their doctorate degree candidate till date all over. But in the 18th century, the deficiency of oral examination became obvious in Europe because of its extraneous factors. Written examination then became popular. The first sign of written test was recorded in imperial China 3,000BC, for the sole purpose of the popular Chinese Civil Service Examination.

Prior to the advent of western education, Africans generally enjoyed traditional education. It was a kind of informal education patterned on oral examination and careful observation. The young learners will be apprenticed to the master from whom he learns the skills of the particular trade for certain period of time. With the introduction of western education, this apprenticeship system is gradually becoming obsolete as the number of pupils increased and the availability of written materials and written tests were introduced. Most of the tests used were of low psychometric properties because they were developed by 'teachers who had little or no training in test development.' To overcome this problem, competency examinations approaches have been developed and adopted for promotion from one level of education to another and for certification of candidates at the end of each school system.

Today, it is obvious that candidates at all levels would want to achieve the feat at all costs: either to gain promotion from one "class" into the next; or for admission into the next level of education. At some other times, the concerted efforts will be for the candidates to obtain cut-off scores for final selection for employment and/or for admission. These recent trends have led to all sorts of examination malpractice in all forms of examination. It is public discuss, and concern to government and examination bodies, (West African Examination Council, 2004, National Examination Council, 2004 and Joint Admission and Matriculation Board, 2008)

Segun Olatunji (2010) quoting Guardian Education (2010) in the Punch of 18th June has this to say:

This is the season of teen cheating. Oh Sure, you might imagine that little Jack and Lizzy, clever Arjun and Irele are diligently enduring SATs, GCSEs, A-levels - but this is their summary induction into a subculture of widespread answers, sidelong glances at others' papers and general academic fraud.

In a 2006 paper for the UK's examination watchdog, called Digital Technologies and Dishonesty in Examination tests (pdf), the educational psychologist Jean Underwood described "academic malpractice" as "a very significant problem." She reported how mobile phones enabled students to swap notes and search the web. She also quoted American Research in which 74% of students at some 4,500 high schools admitted to serious test cheating and 97% owned up to copying either homework or question papers.

This is an indication that the practice is not peculiar to this community but may be more general and it is becoming endemic at all levels of academics. A number of scholars particularly dwelt on the situation and implication for nearly all examinations in Nigeria (Ajuonuma, 2006, Ubong and Orji, 2008, Agbalajobi, 2000: 36, and Aderogba, 2005). The university systems, all over the country are not left out, (Ajuonuma, 2006).

The truth about the cheating and all form of malpractice is far more interesting than the economists' and novelists' black and – witticisms, as recent research by Dan Areily shows. He and a team of

behavioural economists conducted an examination of their own among Harvard students, (Guardian Education, 2010).

However, the objective of the paper is to examine the nature of examination malpractice in Nigeria senior secondary schools using Ifo Educational Zone as a case study. The work is limited to all forms of examinations at the Senior Secondary Schools and Colleges. Emphasis is on the West African School Certificate Examination (WASC), National Examination Council Examinations (NECO) and University Matriculation, Polytechnic and Colleges of Education Examinations conducted for Senior Secondary schools (SSS) Class III and for admission into universities, polytechnics and Monotechnics respectively.

MATERIALS AND METHODOLOGY

Ifo Educational Zone is one of the twenty in Ogun state with its Head Office located at Ifo town and headed by a Zonal Education Officer. The office reports to the State Ministry of Education, Science and Technology at Abeokuta. As the others in the state, it was rejuvenated and energised with capable Zonal Education Officer “for effective execution of the ministry’s set target” (Solarin, 2007).

The location of the office and the Zone is unique: like the others. It is located at the headquarters of the Local Government Area, Ifo, that is, it’s administrative jurisdiction. The local government has a unique position relative to others in the state. It is sharing boundary with most urbanized centres of Lagos state to the south; and the relatively short distances away from Abeokuta (Ogun State capital) and Shagamu, an industrial town in the state. In other words, it has greatly been influenced by all the urban attributes of Lagos Statistical Metropolitan Area, Abeokuta Metropolis and Shagamu urban. She is also fast assuming urban proportion (Aderogba, 2005).

The inspection section of the Zonal Education Office has the responsibilities of liaison with the state Ministry of Education (Inspection Department) on behalf of the zone; inspecting the schools and colleges in the zone; and reporting back to the ministry. The inspections conducted in schools and colleges by the Inspectors are: Full (General); Routine; Short Visits; Follow-ups; Examination Centres; Institutional Approval; Recognition; Operation Visitations; Operations Reach all Secondary schools; and Operation Reach all Primary Schools. This last form of inspection is for nursery and primary schools.

Other functions of the office have to do with the following: Planning, research and Statistics; Curriculum Development and Evaluation; Secondary and Higher Education; Primary Teacher and Non-formal Education; Education Support Services; Science and Technology; and Finance and Administration.

But more importantly, after inspection in the schools and colleges, inspector’s observations and recommendations presented in the form of *Inspection Reports* are communicated to relevant bodies for implementation, correction of faults and improvement of standard in the individual institutions or for general amelioration of school systems.

Under the supervision of the zone, there are twenty government owned Secondary Grammar Schools and Colleges (offering JSS and SSS school programmes). Table 1 shows the schools by names and locations/addresses. The government approved private secondary grammar schools and colleges (also offering JSS and SSS School programmes are eighty four (84) in number. That is over 400% more than the public schools. Appendix A shows the name of the schools and Colleges, their addresses and dates of approval of fifty eight (58) of them approved on or before March 2008. While some of them have the look of standard schools, others wear the looks of glorified primary schools or worse: Many residential buildings have been turned into school classrooms with little or no facilities for effective teaching and learning about school subjects.

Table 1: Public Schools in Ifo Educational Zone.

S/N	NAME OF SCHOOL	LOCATION/ADDRESS
1.	Agbado Dist Comp. High School,	Oke-Aro, Agbado
2.	Ajuwon High School,	Ajuwon
3.	Adenrele High School,	Olose Road, Ifo
4.	Anglican Gramm. School,	Oke-Nla, Ifo
5.	Ifo High School,	Ibogun Road, Ifo
6.	N.U.D Gramm. School,	Solu, Ifo
7.	Pakoto High School,	Lagos Road, Ayede
8.	Itoki. Comm. High School,	Ijoko Road, Itoki
9.	Coker Area Comp. High School,	Coker
10.	Okepeta Comm. High School	Ososun Village
11.	Ojodu Comp. High School,	Ojodu-Abiodun
12.	Community High School,	Matogbon
13.	Community High School,	Okungbolu
14.	Community School,	Oduwale
15.	Community High School,	Boluwaduro, Agbado
16.	Community High School,	Akute
17.	Community High School,	Oluke
18.	Community High School,	Agbado
19.	Ibogun Community High School,	Ibogun
20.	Community High School,	Moboluwaduro, Ifo

Source: Ministry of Education, Science and Technology 2007. *Ogun State Educational Handbook: Towards a Secured Future*. Abeokuta: Ministry of Education, Science and Technology, p. 135

Appendix B also shows the list of school subjects offered in the schools and colleges. English Language and Mathematics are common to every registered candidate (for WASSC and NECO). Though, not the target of this work, the public Nursery and Primary Schools numbered up to 73 and the corresponding number for registered private Nursery and Primary schools is 202. The number of the unregistered private schools and colleges is more than 12.5% of the registered (Aderogba, 2007 and 2008). According to her, the sector generally has the highest employer of labour in the zone. Consequently therefore, the Ministry had to contend with the entire student population of JSS, SSS and the entire teaching and non-teaching staff, numbering 10,500.

The work looked into the details of examinations, bodies involved, reports on examinations and examination results. Heads of selected schools were interviewed and so also selected students of selected schools and colleges in Ifo Educational Zone. The Zonal Education Officer was interviewed. He described the endemic nature of the practice and listed the entire stakeholders. His quarterly/monthly reports were perused. Administration/Invigilation of promotion examinations, Continuous Assessments (CA), Class Tests (CT), NECO, WASC, and JAMB/UME examinations were observed in sessions. The Executive Secretaries of JAMB and NECO were interviewed and they offered tremendous advice. The chairman of PTA of three private schools and five public schools were interviewed on the modes and levels of sophistication, culprits and consequences of examination malpractices and their roles; and of course the way out. The students were also made to give information/data on the causes, major culprits and consequences. The Ministry of Education, Science and Technology at Ifo was of great assistance for the data/ information used in this work. Appendixes A and B show the registered private Senior Secondary Schools and Examination Guidelines

respectively. Principals of Selected schools were so open and of great assistance for information and data on regulations guiding examinations and malpractice, and examination malpractice. Examination Centers including *Special Centers* were visited and examinations observed in session. Students willingly, freely and openly identified and enumerated the methods of cheating, their involvements, and so also schools, parents, and the examination bodies. The word 'Exam' is used to mean Examination.

RESULTS

Examinations, Practices and Quality Assurance:

At the Senior Secondary School level of education, the following examinations are taken though for different purposes:

- a. Class Tests -To test the level of understanding of the learners on a particular topic of a school subject and for progression into the next topic of the syllabus.
- b. Continuous Assessments (CA) - Administered in the course of a term/session to reduce the burden of required aggregate score at the end of the modular studies. Usually forms 20-40% of the aggregate score for the term.
- c. Mid-Term Test/Examination - Whether announced or not, it is administered in the 6th or 7th week of the term. It awakens the interest of the students in the subject; and it gives a fair level of mastery of the subject up to that level of the class.
- d. Promotion Examination - A school subject may contain more than one examination paper. For a particular subject, a candidate is required to obtain a specified pass mark and the aggregate of scored marks for the entire number of subjects specified and written determines promotability from one class to the next. Usually either from SS1 to SS2 or from SS2 to SS3.
- e. Entrance Examination: Sometimes made up of both written and oral forms and/or either of the two. It contains one paper or more; and sometimes of more than one stage. Examples are Joint Admissions and Matriculation Board UME and MPCE.
- f. National Examination Council (NECO): It is an equivalent of West African examination Council Ordinary level. A candidate is expected to register for at least seven subjects and at most nine subjects. Subject groupings must be satisfied. Mostly, the result is used for admission into tertiary institutions. Unlike before, most candidates do not use it for purpose of employment.
- g. West African examination council: Like NECO, syllabus is run for three years – SS1 to SS3 before facing the almighty June in the third year. For any candidate, at least seven (7) and at most nine (9) subjects are chosen and candidate sits for all.
- h. UME and MPCE are external; they are conducted for admission purposes only.

The first four – Class Tests, Continuous Assessments, Mid-term Test/Examination and Promotion Examinations are Internal, while the last three, entrance examinations, NECO and WASC are external. Again, there are no competitions in all except in the entrance examinations such as the UME and MPCE.

Appendix C contains the list of school subjects among which the students have to choose. Mathematics and English Language are compulsory. Also, a candidate is expected to offer at least one Nigerian language, a science subject and an art subject too. West African Examination Council holds in April/May, while NECO holds in May/June. Every candidate/ student aspires to write and excel in all the papers. It should be of interest to note too that WASC, and NECO are terminal examinations of the SSS program. While some of the subjects require laboratory and or practical, and in many parts; (e.g. Biology, Physics, Geography, Agricultural Science and Chemistry), others are just a paper each.

Administration of these examinations fall under bodies formerly constituted for the purposes: As outline above, the first four examinations are internal and the remaining four are external. For the internal exams, it is the same teacher that taught/instructed the subject (module) that will set the questions, administer/invigate/conduct, mark the scripts, award marks and forward the results for

records, only five levels are involved and all revolve around the same examiner – the Subject Teacher. With external examinations, the instructions/teaching and every other preparation for the examination will be carried out by teacher(s) in the school; the setting of questions, administration of the examination and marking of the script and presentation of the results for consideration, record and decisions will be done by different sets of bodies entirely. At least six levels are involved. This is the case and applicable to JAMB/UME, NECO, WASC, NBEM, NTI and NBTED examinations.

To ensure quality, there are rules and regulations that the schools and colleges, the students, invigilators and other stakeholders are required to abide by for peaceful, credible and hitch-free examinations. Appendix D is the rules and regulations guiding the conduct of May/June WASCE and June/July NECO SSCE (Adegbesan, 2008). It is binding to every stakeholder and relevant to every other examination taken at this level. Apart from the schools and Colleges, other stakeholders ensuring quality are the Parents Teachers Association (PTA), Nigerian Union of Teacher (NUT), and others.

Also, both WASC and NECO remind the schools' management, students, parents and teachers of Decree No 33 of 1999 entitled *Examination Malpractice Decree*. It stipulates penalties for each of the outlined offences; see Appendix E.

The practices, challenges, causes and effects:

Figure 1 shows a summary of the various forms of examination malpractice identified by all the 2,110 teachers, examiners, students and members of the public interviewed. It ranges from examination leakage, copying others works, seeking assistance of teachers and buying questions through failure to submit answer scripts, coming-in-and-out of examination halls to seeking assistance of examiners for additional marks, arbitrary award of marks and buying marks and impersonation. See Figure 1. Again, Table II shows a summary of the major culprits: teachers, and examiners, invigilators, students, parents, the systems, security agents and others that were specified. Each of the respondents picked more than one culprit: All of them agreed that in every instance, students are involved, 100 per cent. They are sophisticated in the use of hand-sets, verbal communication, text books, printed materials, pieces of papers, exchange of papers and even scripts, use of signs and symbols, writing on their palms, and thighs, reverse side of their clothes, rulers and calculators and others. Teachers (70.33 per cent) and examiners (55.59 per cent) are aiding and abetting. They leak questions, verbally give answers, write on the chalk board or papers for examinee to copy, allow exchange of scripts and other answers and use perfected symbols and signs. Parents and guardians (49.92 per cent) buy question for their children and wards, follow them to examination halls with the objectives of forming parley with the examiners and invigilators with the ultimate objectives of cheating, inducing the examiners and the invigilators. Invigilators (25.12 per cent) allow candidates to discuss, exchange material and script, and smuggled in materials that should not be allowed.

Table II: Culprits in Examination Malpractice

Culprits	No of Respondents	Per cent Proportion
Teachers	1484	70.33
Examiners	1173	55.59
Invigilators	530	25.12
Students	2110	100.00
Parents/guardians	1011	47.92
Security Agents	710	34.65
The system	2001	94.83
Governments	620	29.39
The schools	430	20.38
Banks and Custodians	711	34.65
Others (Specified)	836	39.82

Source: Aderogba, K. A. (2010) Field Survey

Figure 1: Selected Forms of Examination Malpractice

Forms of Examination Malpractice
Subject Teachers invigilating their subjects
Buying question papers
Buying marks
Offering money to examiners as inducements
Offering money and inducement to invigilator/supervisors as inducement
Impersonations
Failure to show up for examination
Schools /Colleges encouraging cheating
Harassing teacher/Examiners/Supervisors/Invigilators
Seating and writing Examinations for candidates
Beating uncooperative teachers/invigilators/examiners/supervisors
Manipulating specimens
Sneaking maps, chart, drawings, etc to examination Hall
Distorting and Creating Violence
Money extortion and requesting for gratification to allow cheating
Requesting for gratification to give marks
Awarding marks to students without writing Exams
Reducing/deducting candidates' score for unjust reasons
Assisting student to write Examination
Changing scored marks in favour of candidate
Student altering obtained scores (on Report Sheets)
Forging results of experiments
Copying fictitious figure/results in laboratory works
Copying others works
Taking notes/texts books into the Examination Hall
Seeking the assistance of Teachers
Parents/guardian Supporting/assisting in cheating
Buying question papers
Leakage of examination questions
Selling Examination questions
Failure to submitted answer scripts
Coming-in-and-out with ulterior motives
Coming late into examination Hall
Failure to comply with the examination guidelines, rules, regulations, supervisors and invigilators
Teacher willingly giving marks to favourites
Failure to score right
Use of GSM phones to take notes into Exam Hall; and receive illegal information about examinations

Source: Aderogba, K. A. (2010) Field Survey

The general system (94.84 per cent), the school (20.38) and government (29.38) have allowed the student to see the examinations as the ultimate of education, encouraged education with Dures, and could not pay enough attention to effective teaching and supervision of the school to ensure effective teaching and learning and for effective mastery of subject content.

On the causes of examination malpractice, a long list of reasons were lifted out of the responses of the respondents: economy, urge for credentials rather that education, system error, loopholes, teachers' status, upbringing of the children, parents and family history, poverty, frustration, pride, quest for paper qualification (certificate rather than education) desire to be in business by proprietor of private schools and colleges, and others. In his candid opinion, a private school proprietor summarised all with the following:

.... The schools and colleges are not absolutely under the control of the Ministry. They have gone Plc. Some school heads [public and private] use this to cover up their ineptitudes. The PTA is all in all in some schools. Some parents dictate what they want for their children in every respect. Guardian and Counselling are not working in schools, children do what they like and the schools follow suit. It is historical. If they are not allowed to cheat the school management is in trouble Invigilators have been bought; and meanwhile they are out to have money not to serve. The Ministry is not helping the matter. believe it or not, no genuine certificates again and the international communities are aware of these. ... in most cases and in many schools, school management, teaches, parents and guardians and the so called security agents are involved. Undoubtedly, we cannot continue like this Machineries need to be set in motion to identify all culprits and get them sanctioned.

Though it sounds emotive, these reflect the truth of the matters in some of the schools and colleges visited and observed at examination sessions. Schools' management, teachers, proprietors, students and guardians, examiners and invigilators and even security men and women have buried their integrities.

Figure 2. Short Term and Long Term Effect of Examination Malpractice

Effects of Examination Malpractice
Failed and drop out candidates
Certified uneducated output
Misfit in the society
Fake impression of capabilities
Poor results/reports on school and educational zone
Inability to cope with tertiary education
Hooliganism/violence/cultism
Half baked graduates
Low standard of education
Unsustainable education
Unsustainable community
Forgery, togery and Area Boys
Waste of resources
Rogues and hoodlums
Bad peer influence
Career ruins
Corruption
Fraud and activities leading to fraud
Unproductive society
Cheating and abetting
Poor community (National) image
Others (Specified)

Source: Aderogba, K. A. (2010) Field Survey

Figure 2 shows a listing of the most critical effect of the miscreant behaviour: hooliganism, forgery, tugery, cheating and abetting, stealing and burglary, corruption, unsustainable education, unsustainable community (and Nation) waste of resources and others as consequent effects. Also at the height of it are 'Area Boys' and Kidnapers as it is now rampant in other part of the nation, Nigeria. The significance and dimensions of the situations made the Christian Association of Nigeria (CAN) to have as its theme for the 2010 Education Submit to be titled *Rediscovering the goldmine of Christian Education in Nigeria* and Examination Malpractice as one of the sub-themes. CAN thus, vehemently criticised, "in strong terms the damages examination malpractice had done to education in the country," (Akinboyewa, 2010).

DISCUSSION AND GENERAL COMMENTS

Examination malpractice is one of the banes in the Nation's education system. But Nigerian education system needs to be sound with high level of integrity. Education appears to be one of those phenomena that can move the nation forward as a people, (Elaturoti, 2003 and Fafunwa, 2005). It has been acknowledged as the 'path to taking lasting prosperity and sustainable rising standard of living' (Fafunwa 2005). Incidentally, there are too many absentee parent/ guardian 'who do not have quality time with their children – during the week, at weekends and even during the children's holidays. They allowed the children and wards to be taught by radio, television and neighbours and 'wild' peer groups. They do not understand the virtue of the society neither do they have good conduct taught in churches, mosques and among well cultured peers. Even, when their children and wards are endowed with intellectual prowess, they also prefer to cheat because their peers are making easy progress in their pursuits.

Everyone is yearning, and of course, need credible credentials but not through hard work or honest assessment of individual academic worth. Rather, everyone is struggling through whatever means to have it. While a few is making frantic efforts and burning night candles to succeed, others engage in all forms of examination malpractice to forcefully obtain desired credentials. Examination malpractice is now common phenomena in nearly every examination centre – be it in the schools and at designated centers. All examination bodies can no longer cope with mere issuing out of readymade printed questions and or specimens for any group of examinees to write and leave the Hall at the specified time. Examination Halls are now being militarised as soldiers, police, and members of the Civil Defence Corps now man, invigilate, supervise and maintain law and order at the Examination Centers. There are *Special Centers* for all examinations and parent/guardians, and students are particularly giving preference to the special centers, that is, to write their examinations. It is an enigma.

It has gone into the fabric of the society to the extent that appraisals and confidential reports appear to be insufficient to determine promotability of workers in many government establishments. Examinations have to be written in addition. And, even at that, stiff measures have to be put in place to ensure credibility and authenticity of the examinations/tests. Appendix D shows an example of a list of Ground Rules for an examination/test written in the month of July 2010 for promotion to management cadre in one of the nation's cash cow.

There must be radical departure from this norm if there must be sustainable educational development. The attitudes of the students and parents/guardians alike have to change; and focus must be directed towards genuine academic excellence. No matter what facilities and amenities are put in place, if the orientation is to think that success can be achieved by cutting corners, then the purpose of every other effort in upgrading and updating the facilities and amenities will be defeated. It is high time government come out with (and enforce) very stringent legislative measures against examination malpractice and every form of misconduct in schools and colleges.

RECOMMENDATION FOR SUSTAINABLE EDUCATIONAL DEVELOPMENT

The aspirations and efforts of the founding fathers should not just be jeopardised; sound education with sound mind is keys that should not be toyed with; and the good reputations of the zone (and the state and the nation at large) should be upheld. The following therefore become imperative for sustainable educational development:

1. Every level of government should invest massively in education to ensure trained and adequate number of teachers man the school and colleges and other ancillary facilities for effective teaching and learning in the classrooms, laboratories, studio, libraries, gardens, and entire premises are adequate and conducive for teaching and learning in every school;
2. The state government should address the challenges of examination malpractice by putting in place effective machinery to discourage candidates from appointing registration of themselves

- at the special centres other than their schools. Special centres for any examination should no longer exist;
3. All private schools that would not follow the rules and regulation for the conduct of examination should be sanctioned;
 4. At both normal school system and at the extra-mural classes (centres), the syllabi for any examination should be completed and enough time made available for revision;
 5. Students should be given enough exposure to practical aspects of school subjects such as Geography, Chemistry, Biology, Fine Art, Agricultural Science, Physics and others.
 6. Public and private schools and colleges should employ only qualified, God-fearing and disciplined teachers/ instructors/ curators who might have been trained to give total education at this level;
 7. Principal/ proprietor, parents of schools who were indicted for perpetrating malpractice should be indicted and made to face the wrath of the ministry and associations of other stakeholders;
 8. Teachers, supervisors, invigilators, security agents and parents who were found to have aided examination malpractice should be recommended for sanction by the appropriate authorities : WASC, NECO, PTA and the Ministry of Education, Science and Technology;
 9. Parents and guardians need to spend quality time with their children and wards to enable them understand and imbibe the good virtue of the society and grow into responsible and morally upright citizens;
 10. Every institution and parent/ guardian should have unwritten vision, mission and policy of bringing up God-fearing and disciplined leaders of tomorrow whose love for God, the nation and mankind will be the utmost desire;
 11. To produce world Class Children and to prepare them for national and international challenges and compete favourably, anywhere, anytime, a blend of curricular with those of World Class international communities should be applied;
 12. While parents should be encouraged to be part of their children's activities, schools too should go extra mile to attend to children's educational needs through games, sports, excursions, seminars, workshops, debates, quiz competitions and other extracurricular activities;
 13. The almighty June examinations faced by students at the end of rigorous nine term class works need to be further revisited. It is fairly cumbersome;
 14. The national aspirations of establishing NECO to take over from WASC has not been realised and remains a mirage to parents and candidates;
 15. Schools and colleges should stop the practice of smacking, shouting, cursing, abusing and imposing capital punishment on children. Rather, every school should establish Guidance and Counselling Department that will be manned by professional practising counsellors; and guidance alike.
 16. Genuine academic successes must be celebrated to encourage "the poor" children, teachers, parents.

These, notwithstanding the recommendation and guidelines of WASC, NECO, JAMB/UME and other bodies, and the Ministry of Education, Science and Technology as regards the conduct of examinations, will drastically address the issues of examination malpractice – directly or indirectly as it involves individuals, groups and systems.

CONCLUSION

This educational zone and indeed Nigeria as a whole are developing. There must be nothing hindering genuine and ethically moral standard of development. Even if misconducts such as malpractice are parts of educational development elsewhere, it should not be part of those of this part of the world. It is grossly unethical, immoral and neither in conformity with the standards inherited nor the aspirations of those that laid the foundation. Therefore, it is the belief of this work that there must be well spelt out rules and regulations and very strong legislative measures that will stand against examination malpractice and completely eliminate all forms of misconduct in schools and colleges.

Both CAN and the Muslim equivalent in collaboration with the Ministries of Education should develop education policies and programmes that will guide all churches and mosques and other stake holders in the establishment of their schools and boarding systems, the constitution of religious education and educators/teachers network. There must be regular and purposeful consultation among the stake holders – teachers, parents/guardians, governments and the communities. Publications of religious journal at regular interval stressing religious ethics, morals and practices will definitely bring some sanity back to the system.

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APPENDIX A
Private Schools in Ifo Educational Zones as at June 2008

S/N	NAME OF SCHOOL	ADDRESS	DATE APPROVED	GOVT. APPROVAL NO.
1.	Rex Age trans-national College	46, Lagos/Abeokuta Express Road, Ifo	19 th July, 1996	OGS/APPS/IFO/001
2.	Yemi International College	1-4, Adafa Street, Oke Aro Agbado	21 st July, 1997	OGS/APPS/IFO/002
3.	Oluwatosin Comprehensive College	8, Badmus Street, Oke Aro, Agbado	4 th December, 1998	OGS/APPS/IFO/003
4.	Prince & Princess Royal Academy	8-10, Udech Close, Agbado	19 th January, 1998	OGS/APPS/IFO/004
5.	Messiah Praise	1, Ademunmi Okupe Street, Onibudo-Akute	7 th June, 1999	OGS/APPS/IFO/005
6.	Vitalink International	Bosa house, Ifo	7 th June, 1999	OGS/APPS/IFO/006
7.	Doland International Secondary School	Folorunso-Ibikunle Street, Akute	21 st June, 1999	OGS/APPS/IFO/007
8.	Fortuneland College	Akute-Ajuwon, Road	1 st July, 1999	OGS/APPS/IFO/008
9.	Access Model College	1, Adetokunbo Street, Ifo	7 th July, 1999	OGS/APPS/IFO/009
10.	Cecil Petros College	Folashade Campbell Agbado, Oke-Ako	8 th March, 2000	OGS/APPS/IFO/010
11.	Barachel Model College	4-6, Oke-Aro Road, Agbado	23 rd January, 2001	OGS/APPS/IFO/011
12.	Bolson College	30/31 CAC Close Oke-Aro, Agbado	28 th February, 2001	OGS/APPS/IFO/012
13.	Bethel College	1, Victorious Avenue Ojodu-Abiodun	28 th February, 2001	OGS/APPS/IFO/013
14.	Sojomein Talabi High School	56/64 Ajuwon Akute Road, Akute	23 rd March, 2001	OGS/APPS/IFO/014
15.	Dudley Reeves College	73, Alagbole Akute Road, Akute	29 th March, 2001	OGS/APPS/IFO/015
16.	Holy Trinity College	2, Ashabi street, Agbado	29 th March, 2001	OGS/APPS/IFO/016
17.	Omowunmi High School	2, Babatunde Street, Agosi-Ifo	23 rd April, 2001	OGS/APPS/IFO/017
18.	Wamy International Secondary School	16-22, Islamic Street, Ojodu Abiodun	23 rd April, 2001	OGS/APPS/IFO/018
19.	Flophil College	10, Sipo Adeniran Street, Akute	2 nd May, 2001	OGS/APPS/IFO/019
20.	Bluefield Academy	13A, Close, United Estate, Alagbole	27 th July, 2001	OGS/APPS/IFO/020
21.	Logic High School	7/9 Gbenga Ilupeju Dalemo, Agbado	24 th August, 2001	OGS/APPS/IFO/021
22.	Breakthrough Academy	2-4 Church Street, Akute	21 st September, 2001	OGS/APPS/IFO/022
23.	Rose Private Academy	Idris Ejalonibu Close, Akute	26 th September, 2001	OGS/APPS/IFO/023
24.	Monidams Light House College	276, Ope-Ilu Road, Agbado	27 th September, 2001	OGS/APPS/IFO/024
25.	Abiona Aina Comprehensive High School	23, Adiyon Road, Agbado	28 th September, 2001	OGS/APPS/IFO/025
26.	Ireti Olu Model School	53, Olomu Road, Ifo	28 th September, 2001	OGS/APPS/IFO/026
27.	Future Leaders Comprehensive High School	7, Olusegun Kolawole Street, Agbado	15 th November, 2001	OGS/APPS/IFO/027
28.	Asore Grammar School	Ijoko Road, Akute	17 th June, 2002	OGS/APPS/IFO/028
29.	Deniz Secondary school	22, Onipinla Street, Alakuko Agbado	9 th July, 2002	OGS/APPS/IFO/029
30.	Springland Secondary School	8/12 Lobaloke Street, Ajuwon Akute	19 th September, 2002	OGS/APPS/IFO/030
31.	First Foundation	Agbado	16 th December, 2002	OGS/APPS/IFO/031

32.	Comprehensive High School Holy Ghost High School	7/9 Olutola Street, Ojodu Abiodun	7 th February, 2003	OGS/APPS/IFO/032
33.	Greenland Hall	11/13 Shode Street, Dalemo, Agbado	30 th May, 2003	OGS/APPS/IFO/033
34.	High Esteem College	1, Stephen adesina Close, Ade-Oni	28 th July, 2003	OGS/APPS/IFO/034
35.	Alpha High School	24-26 Oladokun Avenue Ojodu	16 th June, 2004	OGS/APPS/IFO/035
36.	Early Heights College	Alagbole-Akute	17 th August, 2004	OGS/APPS/IFO/036
37.	Isolog College	Temidire-Estate, ajayi Farm B/Stop, Alagbole Akute	18 th May, 2005	OGS/APPS/IFO/037
38.	His Grace Academy	Alafia Estate Off Adams Street, lambe	25 th May, 2005	OGS/APPS/IFO/038
39.	Triple A Private School	10, Ogundele Street, Agbado.	27 th May, 2005	OGS/APPS/IFO/039
40.	Sadiyyah Model College	Alagbole acute	27 th May, 2005	OGS/APPS/IFO/040
41.	Success College	8, Raji Close, Ogunlowo alagbole	3 rd June, 2005	OGS/APPS/IFO/041
42.	Bammy College	Pipeline Jass OjoStreet, Agbado	7 th June, 2005	OGS/APPS/IFO/042
43.	Topgrade Secondary School	25, Al-Moroof Estate, Agbado	10 th August, 2005	OGS/APPS/IFO/043
44.	Model 'His & Hers' College	9/11, Royal Close Ajuwon	27 th October, 2005	OGS/APPS/IFO/044
45.	God's Power International Secondary School	Ajayi Close Matogun, Oke-Aro	29 th November, 2005	OGS/APPS/IFO/045
46.	Amec College	7/9 Jide Sekoni Str, Off Alagbole, Akute Rd., Sabo Ojodu	17 th January, 2006	OGS/APPS/IFO/046
47.	Prospects Private College	12, Akute Road, Akute	4 th May, 2006	OGS/APPS/IFO/047
48.	Liz International College	6, Akin-Murphy Street, Off Oke-Aro road, Agbado	8 th September, 2006	OGS/APPS/IFO/048
49.	St. Timothy's Comprehensive High School	20/26, Unity Agbado Station, Ogun State	28 th September, 2006	OGS/APPS/IFO/049
50.	Thomas Brown Comprehensive High School	2/4 Olu Adenibuyan Avenue Off NNPC Pipeline Cele Bus-Stop, Ogunlowo Via Yakoyo, Ojodu	10 th October, 2006	OGS/APPS/IFO/050
51.	Sharon College	22/24 Dr. Banji Oduwole Estate, Ope-Ilu, Agbado, Ogun state	11 th October, 2006	OGS/APPS/IFO/051
52.	The Best College	39A Purposeful Avenue Olambe	22 nd November, 2006	OGS/APPS/IFO/052
53.	Excel College	Ijoko Road, Akute	22 nd November, 2006	OGS/APPS/IFO/053
54.	Omolar Comprehensive College	Behind Oshipitan Close, Gas Line, Agbado	28 th June, 2007	OGS/APPS/IFO/054
55.	Meir International College	Olambe, Agbado	31 st July, 2007	OGS/APPS/IFO/055
56.	PeakLane College	Alagbole Akute	31 st October, 2007	OGS/APPS/IFO/056
57.	Nana Apori Comprehensive High School	Orudu Road, Adiyon, Ifo	12 th February, 2008	OGS/APPS/IFO/057
58.	Heavy Comprehensive College	Dalemo Odewale Village, Agbado	31 st March, 2008	OGS/APPS/IFO/058

Source: Zonal Education Office, Ifo.

APPENDIX B
RULES AND REGULATIONS GUIDING THE CONDUCT OF 2008 MAY/JUNE WASSCE
AND JUNE/JULY NECO SSCE

As you are aware, this year's edition of May/ June WASSCE and June/July NECO have commenced from the 31st of March, 2008 with Foods and Nutrition I and Home Management I.

In view of the above, you are expected to abide by the following rules and regulations for the peaceful conduct of the examinations.

The regulations are as follows:

1. Dressing: Shaving of beard, the use of attachment, make-up, chains, beads, bangles should not be allowed. The candidate should appear in school uniform and be well dressed.
2. No locking of the school gate throughout the examination period by preventing Ministry Officials and WAEC Officials from entering.
3. No loitering within the school vicinity, no examination mercenary or helper either employed by the school or student.
4. Subject teachers should not invigilate their subjects and should not provide any form of examination assistance to the students.
5. The proprietor and Principal must not absent themselves throughout the period.
6. The sitting arrangement should not be clustered but well spaced out. Enough furniture should be provided for all the candidates, the use of desks and benches should be discouraged.
7. There should be no slot-in of examination scripts or undue advantage of students.
8. Examination supervisors should be up and doing, some of them are inexperienced. Supervisor should report all cases of examination malpractice to the school principal.
9. All cases of malpractice, injustice or findings should be reported to the Zonal Education Officer before doing so to WAEC Officials and Security Agents.
10. Custodians should follow the time-table strictly on the release of the question papers and conduct of the examination in their schools.
11. On no account should any school write on the chalk board or dictate answers to the students.
12. Ensure that supervisors collect and return questions and answer sheets at appropriate time.
13. Proprietors should ensure that illegal gatherings within and outside the school compound are dispersed.
14. All proprietors should warn their teachers in writing to desist from any form of examination malpractice.
15. No Security Agent should be allowed in the Examination Hall.
16. The invigilation roster indicating teachers' qualification should be forwarded to the Zonal Education Office before the commencement of the examination.
17. No school should make any financial inducement on the supervisors.
18. Handsets should not be brought into the Examination Hall. Also invigilators should switch off their handsets.
19. Bags, text books, key points should not be brought near Examination Halls.

Finally, schools should send reports of the conducts of Examinations to the Zonal Education Officer immediately after the completion of the examinations.

The Ministry of Education will not hesitate to sanction any erring Proprietors/ Principal/ Supervisor/ teachers and the school for condoning examination malpractice in their school.

Source: Zonal Ministry of Education, Science and Technology, Ifo.

APPENDIX C**List of Subjects Examined by
West African Examination Council and National Examination Council**

Agricultural Science	Applied Electricity
Arabic Language	Auto Mechanics
Biology	Building Construction
Chemistry	Christian Religious Studies
Clothing and Textiles	Commerce
Economics	Electronics
English Language	Financial Accounting (Book. Keeping and Account
Foods and Nutrition	French
Further Mathematic	General Mathematics
Geography	Government
Hausa	Health Science
History	Home Management
Igbo	Islamic Studies
Literature-in-English	Metal Work
Music	Physical Education
Physics	Shorthand
Social Studies	Technical Drawing
Typewriting	Visual Art
Woodwork	Yoruba

West Africa Examination Council (2004) Regulation and Syllabus for West African Senior School Certificate Examination (WASSCE). Lagos pp vxiii.

APPENDIX D**NIGERIAN NATIONAL PETROLEUM CORPORATION
GROUP HUMAN RESOURCES****2010 MANAGEMENT PROMOTION EXERCISE****(TEST)****GROUND RULES**

To be communicated to the participants before the commencement of the Test:

- All phones must be switched off. Anyone seen using phones will be disqualified
- All forms of communication between candidates during the test are not allowed
- Books, bags, briefcases and other means of material carriers will not be allowed into the examination Hall
- Candidates Examination number written on the exam script must tally with the one on the attendance sheet
- Candidates must sign in the attendance register and sign out at the end of the Test
- Total number of examination scripts must tally with the total number of candidates registered on the attendance sheet before candidates would be allowed to leave the Examination Hall
- No means of identification, e. g. ID NO; SBU/CSU or signature should be written on the examination script
- Candidates writings should be legible

Nigerian National Petroleum Corporation. 2010. *Regulations Guiding Management Promotion Examination*. Abuja: Group Human Resources, NNPC.

APPENDIX E

Decree No 33 of 1999: Examination Malpractice Decree

Decree No 33 of 1999 entitled Examination Malpractice Decree stipulate the following as offences:

- 6.0 Cheating at examinations;
- 6.1 Stealing e.g. of question papers
- 6.2 Impersonation
- 6.3 Alteration
- 6.4 Disorderliness at examination
- 6.5 Obstruction of supervisors and others
- 6.6 Forging of result slips and others
- 6.7 Breach of duty
- 6.8 Conspiracy, aiding etc
- 6.9 Mass cheating

The Decree has stipulated penalties for each of these offences on conviction. The Decree can be found in the Federal Government Official Gazette No 29 Vol. 86 of 11th May, 1999. The Council also made available copies of this Decree to each school presenting candidates for the Senior School Certificate Examination (SSCE). Principals of schools must ensure this Decree is given widest publicity among teachers, students and parents.

Source: West Africa Examination Council (2004) Regulation and Syllabus for West African Senior School Certificate Examination (WASSCE). Lagos pp xiv - xv.