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Editorial

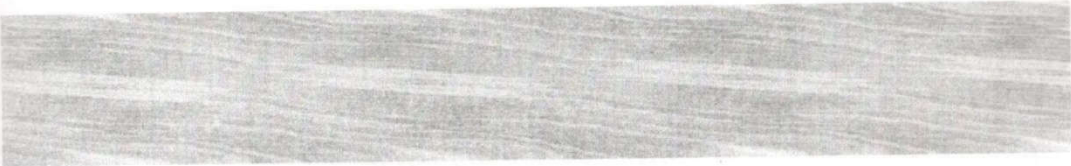
The Teachers Registration Council of Nigeria has remained resolutely committed to the actualization of its mandates as set out in the enabling law, the TRCN Act 31 of 1993. Part of the mandates is not only to set standards of knowledge and skills for teachers in Nigeria but also to lead the development of theory and practice in the teaching profession. It is in this respect that the Council introduced the Nigerian Journal of Professional Teachers, dedicated to the articulation and dissemination of high quality intellectual ideas, innovations and best practices.

The maiden edition of the journal was launched at the national level on September 29, 2006 at the Council's Headquarters by the former Honourable Minister of Education, Mrs. Nora Obaji. Therefore, the Executive Governor of the twelve TRCN zones equally launched the journal in a colourful ceremony. The journal was generally acclaimed by all to be a trail-blazer and milestone in the march towards the professionalisation of teaching in Nigeria.

The journal was reviewed at all the national and zonal ceremonies held to launch it. The Reviewer at the Benin zonal ceremony, held at the University of Benin on October 11, 2005, Prof. M.O. Omo-Ojugo declared that the journal "exudes radiance, beauty and quality which compare favourably with any other journal published anywhere in the world". In essence, the journal is a legacy that Nigerian teachers are proud of and the Council has done everything in its powers to make the publication sustainable.

Since the launching of the journal, thousands of copies of the maiden edition have been sold and yet teachers, educational institutions, regulatory agencies and other stakeholders in Nigeria and abroad are still requesting for more copies. This has caused the council to reprint that particular edition three times.

The rate at which authors sent in papers for assessment and publication is a further evidence of the popularity of the journal among teachers and stakeholders. This



explains why two editions of the journal (Vol. 1. No. 2 and Vol. 1. No 3) are being published simultaneously. The papers in Vol. 1. Nos 2 and 3 are altogether forty-five (45). Yet there are papers already set for the publication of Vol. 1. No. 4. The Council highly appreciates this high level of enthusiasm demonstrated by teachers in sending in papers for publication and would want the interest sustained.

It is also noteworthy that most of the authors are from the tertiary institutions with far less submissions from the primary and secondary school teachers and teachers in administrative positions. Therefore, the Council is appealing to teachers in the primary, secondary and administrative levels/sectors to help correct the imbalance. Meanwhile the journal remains a regular publication that appears as many times in a year as there are enough high quality papers for publication. Therefore, writers are encouraged to send in their contributions any time in the year.

Best wishes to all readers.

Steve Njoku, PhD
Editor.

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**ANALYSIS OF EXAMINATION MALPRACTICES PERPETRATED BY
PRE-SERVICE AND IN-SERVICE TEACHERS: A CASE STUDY OF
KWARA STATE COLLEGE OF EDUCATION ILORIN**

BY

BELLO, Ganiyu (PhD)

ABSTRACT

This paper analyzed the records of examination malpractices perpetrated by pre-service NCE teachers and In-service undergraduate teachers in Kwara State College of Education Ilorin. Findings from the study indicated that more female trainee teachers were involved in examination malpractices than their male counterparts. The use of micro-chips, copying/giraffe, and swapping of answer scripts are the major forms of examination malpractice among the trainee teachers. The study equally revealed that incidence of examination malpractice is steadily increasing among the pre-service NCE teachers. The paper called for zero tolerance approach to all forms of examination malpractice in teacher education institution in the nation.

INTRODUCTION

Teachers are integral components, of the education industry. Indeed the success of the industry depends to a large extent on the level of professional competence and dedication of the teachers. Professional competence of teachers depends on the quality of the teacher education programme that produced the teachers. Teachers can professionally discharge their tasks of facilitating meaningful learning in students only when they have a good mastery of pedagogic skills and knowledge of the subject matter in their discipline. Indeed the basic requirement for teaching and learning to take place in school setting is a wide knowledge gap between the teacher and the students in favour of the teacher. Therefore teacher education programmes usually expose trainee teachers to both curricular and pedagogic knowledge. Teachers' mastery of disciplinary knowledge is certainly a sine qua-non to meaningful learning by the students especially in third world nations like Nigeria where most students depend entirely on teachers as

source of knowledge. There is sufficient evidence in education literature that Nigerian secondary school students' performance in public examinations is generally poor. Since teachers can only teach what they know it therefore seems that the observed students' poor performance is a reflection of the level of teachers' mastery of disciplinary knowledge in their area of specialization. This is an indication of existence of basic problems in teacher education programme and institutions in the nation. Among numerous problems that bedevil teacher education institutions and other educational institutions in Nigeria is examination malpractice as rightly observed by many educators in the nation (Akande, 2000; Alonge, 2002; Ijaiya, 2002; Akanbi, 1996; Egbegbedia, 2000; Olanipekun, 2003). It is a problem that significantly contributed to public outcry on the poor quality of Nigeria educational institutions' products, including teachers. Indeed, examination malpractice is widespread in the nation to the extent that a decree (Decree 22 of 1984) was promulgated to put a stop to it during the military era in the nation. The history of examination malpractices date back to the colonial era in 1914 when the Senior Cambridge Local Examination papers leaked as noted by Akande, (2000)

Examination malpractice can be viewed simply as failure on the part of the examinee, examiner, and others connected with the conduct of examination to comply fully with the rules and regulations guiding the conduct of examination. It could occur before, during and after the conduct of examination. In the view of Olanipekun, (2003) and World Bank Group (2001), perpetrators of examination malpractice include, examinees, examiners, educational institution administrators and staff, security personnel, staff of public examination body, parents/guardians, supervisors/invigilators, club/community and unemployed youths. Poor management of examination, moral laxity, over emphasis on certificates, corruption, exorbitant examination fees, inadequate study habit by students, fear of failure, past record of failure, inadequate financing of education, excessive lust for success and rewards, overcrowded examination hall, teacher and school status, inadequacies in public examination, location of examination centers, poor conditions of service for teachers, personal factors, inadequate government, among others are factors responsible examination malpractice identified by several

educators (Akanbi, 1996, Akande, 2000; Egbegbedia, 2000; Ijaiya, 2002; Olanipekun, 2003; World Bank Group, 2001). Perpetrators of examination malpractices employ many strategies to carry out their misconducts. The strategies are code-named by the perpetrators as follows:

- *Macro-chips/Download*:- Taking textbooks, handouts, exercise books, and other course materials into the examination hall to copy
- *Micro-chips*:- taking small pieces of paper that contain information relevant to examination items into examination hall to copy
- *Tattoo*:- writing relevant information on parts of the body
- *ECOMOG*:- hiring external person to write examination
- *Swapping*:- exchange of answer script by examinees
- *Giraffe*:- stretching neck to copy other examinee work
- *Sex bribery*:- trading sexual pleasure for high grade
- *Expo*:- possessing question papers before scheduled date/time of examination
- *GSM*:- using the global satellite mobile phone to communicate relevant information
- *Intimidation*:- physical threat to supervisors, invigilators, and examiners
- *Missile*:- throwing micro-chips to examinee inside examination hall

The list of strategies used to perpetrate examination malpractice is rapidly expanding at alarming rate. Indeed Afigbo (1996) described examination malpractices in Nigeria as “a demon with a thousand faces” while the registrar of the Joint Admission and Matriculation Board (JAMB) lamented publicly in 1996 at the rate that examinees devised sophisticated methods for perpetrating malpractices. The JAMB registrar according to Egbegbadia (2000) noted that conduct of public examinations has become a matter of life and death, for examinees do arrive at examination centers armed with dangerous weapons like guns and cutlasses. Examination malpractice is a pandemic problem challenging all educational institutions globally. For instance, Brian and Levitt (2003) revealed that examination malpractices scandals have aroused public concern in many areas in the United State of America, such as Indiana, Maryland, New York, Texas, California, Virginia, Chicago, and etcetera. Caveon (2004) equally reported many stories on the problem of widespread examination malpractices in Indian, U S A and

Nigeria among other nations. Fall in standard of education, and poor quality of products of educational institutions, etcetera are some of the consequences of examination malpractice identified by many of the educators in the nation.

In view of the negative consequences of examination malpractices on the nation's education industry especially teacher education institutions, and by extension, on the national socio-economic sectors, it is imperative to keep track of the current status of the problem as pathway to the elimination of the problem. This is the task and problem addressed in this study.

Examination malpractice is undoubtedly a reflection of deficiency in examinees' knowledge and most probably lack of self-confidence needed to succeed. Teachers are charged with the responsibility of manpower development in the nation. This task can only be accomplished successfully only if teachers possessed adequate knowledge and professional skills. The existence of perpetrators of examination malpractice in teacher education institutions is a time bomb that could explode and destroy the most important institution for manpower development in the nation and consequently retard socio-economic progress and development in the nation. It is certainly important to analyze the current status of examination malpractice in teacher education institutions to gain useful insight into ways to eliminate the problem. Findings from this study could sensitize administrators of teacher education institutions and other similar institutions to need to review their current approach to management of examination malpractices.

Purpose of the study.

This study sought to analyze examination malpractices perpetrated by both Pre-service and In-service teachers in Kwara State College of Education, Ilorin.

Research Questions.

The study attempted to provide answers to the under listed questions as a pathway to achieving the stated purpose of the study:

- Is there gender difference in the prevalence of examination malpractice

perpetrated by, (a) Pre-service NCE teachers, and (b) In-service undergraduate teachers?

- What are the common forms of examination malpractice perpetrated by, (a) Pre-service NCE teachers, and (b) In-service undergraduate teachers?
- What are the common punishments for examination malpractice perpetrated by, (a) Pre-service NCE teachers, and (b) In-service undergraduate teachers?

Methodology

This study adopted the descriptive survey research design. The target population of the study consists of all the Pre-service NCE teachers and In-service undergraduate teachers in Kwara State College of Education Ilorin. Data collected in the study were the official records of cases of examination malpractices. The records were obtained from the office of the chairman of the college examination malpractice committee after the investigator made official request for the use of the records exclusively for research study. Only records of examination malpractices cases between year 2000 and 2003 were purposefully selected for analysis because the cases were relatively recent. Each case in the records was carefully examined to identify the nature of the malpractice committed, the gender of the perpetrator and the punishment meted on the victim.

Data Analysis, Results and Discussion.

Simple descriptive statistics such as frequency count rank order and percentage computation were used to analyze the data gathered in the study. The analysis was carried out in line with the research questions raised in the study, while the results of the analyses were as presented in the tables that follow:

Table 1: Gender difference in examination malpractices among Pre-service NCE teachers.

Period of exam	Gender of Exam Malpractice Perpetrator	Number/percentage of Examination Malpractice Perpetrator	Total	Gender ratio (Male: Female)
1 st semester 2000/2001	Male	30(46.9%)	64	1: 1
	Female	34(53.1%)		
2 nd semester 2001/2002	Male	43(41.3%)	104	2: 3
	Female	61(58.7%)		
1 st semester 2002/2003	Male	39(39.4%)	99	2: 3
	Female	60(60.6%)		
Total	Male	112(41.9%)	267	4: 5
	Female	155(58.1%)		

Percentages calculated to 1 decimal place.

Table 1 clearly revealed that during the year 2000 / 2001 academic session 1st semester examination, a total of 64 examinees were involved in examination malpractice. There were slightly more female examinees than their male counterparts. Similarly more female examinees (58%) were involved in examination malpractice during the 2nd semester examination in year 2001 / 2002 academic session. The ratio of male to female examinees that perpetrated examination malpractice during the examination period is 2: 3. The percentage of female examinees that perpetrated examination malpractice during the 1st semester examination in year 2002 / 2003 academic session rose to 60% although the ratio of male to female perpetrators of examination malpractice remain 2: 3. The table equally revealed gradual increase in the percentage of female examinees that were involved in examination malpractices from 53% during the 1st semester of 2000 /2001 to 58% during the 2nd semester of 2001 / 2002 session and 60% during year 2002 / 2003 1st semester academic session. Similarly the number of examinees that were involved in examination malpractice rose from 64 in the 1st semester of year 2000 / 2001 to 104 in the 2nd semester of year 2001 / 2002 and 99 during year 2002 / 2003 1st semester examination. It is obvious from above that there is

gender difference in the number of examinees that were involved in examination malpractice. Majority of the examinees involved in examination malpractice are female. This result partially provides answer to the first research question raised in this study

Table 2: Gender difference in examination malpractices among In-service undergraduate teachers.

Period of Examination	Gender of Exam Malpractice Perpetrator	Number /% of Examination Malpractice Perpetrator	Total	Gender ratio (Male: Female)
2001 contact session	Male	12(34.3%)	35	1: 2
	Female	23(65.7%)		
2002 contact session	Male	13(54.2%)	24	5: 4
	Female	11(45.8%)		
2003 contact session	Male	12(63.2%)	19	3: 2
	Female	7(36.8%)		
Total	Male	37(47.4%)	78	4: 5
	Female	41(52.6%)		

Percentage calculated to 1 decimal place

Table 2 presents gender analysis of In-service undergraduate teachers that were involved in examination malpractices during sandwich degree examinations between year 2001 and 2003 contact sessions. The percentage of female examinees that were involved in examination malpractice gradually decreased from 65% in year 2001 contact session to 45% during year 2002 session and 36% during year 2003 contact session. However generally a slight majority (52%) of the examinees that were involved in examination malpractice during the 3 contact sessions were female. This result indicated that there was a gender difference in the number of In-service undergraduate teachers that were involved in examination malpractice. It thus provides answer to the first research question raised in this study partially. The number of examinees that were involved in examination malpractice decreased almost rapidly from 35 in year 2001 to 24 in year 2002 and 19 during year 2003 contact session.

Table 3: Forms of examination malpractices perpetrated by Pre-service NCE teachers

Period of examination	Forms of examination Malpractice	Number / percentage of male perpetrator	Number / percentage of Female perpetrator	Total	Rank order
1 st semester 2000 / 2001	Micro-chips	47(46.5%)	54(53.5%)	101	1 st
	Tattoo	1(6.3%)	15(93.7%)	16	3 rd
	Copying / giraffe	6(21.4%)	22(78.6%)	28	2 nd
	Expo / leakage	4(57.1%)	3(42.9%)	7	8 th
2 nd semester 2001 / 2002	Macro-chips / download	7(53.8%)	6(46.1%)	13	6 th
	Mercenary / ECOMOG	1(33.3%)	2(66.7%)	3	11 th
	Verbal communication	4(36.4%)	7(63.6%)	11	7 th
	Impersonation	2(50%)	2(50%)	4	10 th
1 st semester 2002 / 2003	Swapping of scripts	3(20%)	12(80%)	15	5 th
	Running away with script	1(100%)	0(0%)	1	13 th
	External assistance	2(66.7%)	1(33.3%)	3	11 th
	Multiple scripts	0(0%)	1(100%)	1	13 th
	Intimidation / rudeness	5(71.4%)	2(28.6%)	7	8 th
	Failure to produce ID / exam card / receipt	8(50%)	8(50%)	16	3 rd

Percentages calculated to 1 decimal place

The Pre-service NCE teachers perpetrated a total of 14 different forms of examination malpractice as indicated on Table 3. The table revealed that the most common form of examination malpractice perpetrated by the Pre-service NCE teachers is taking small pieces of paper that contain information relevant to examination items into examination hall to copy. This form of examination malpractice is termed "Micro Chips," it is closely followed by the "Copying / giraffe" form of examination malpractice in which an examinee stretches his/her neck to copy other examinee's work. The third common form of examination malpractice perpetrated by the Pre-service NCE teachers is known as "Tattoo" in which examinees writes relevant information on parts of the body to copy. The 5th common form of examination malpractice perpetrated by the Pre-service NCE teachers is exchange of answer script by examinees. The use of "Macro -chips" is the 6th popular form of examination malpractice among the pre-service NCE teachers.

In this form examination malpractice examinees smuggle textbooks, handouts, exercise books, and other course materials into the examination hall to copy. Majority of the perpetrators of the first five common forms of examination malpractice are female examinees. Verbal communication, examination leakage, and Intimidation/Rudeness ranked 7th and 8th respectively among the 14 different forms of examination malpractices perpetrated by the Pre-service NCE teachers identified in this study.. This result provides answer to the second research question posed in this study.

Table 4: Forms of examination malpractice perpetrated by In-service undergraduate teachers

Period of examination	Forms of examination Malpractice	Number / percentage of male perpetrator	Number / percentage of Female perpetrator	Total	Rank order
Year 2001 contact session	Micro-chips	22(45.8%)	26(54.2%)	48	1 st
	Tattoo	0	1(100%)	1	7 th
	Copying / giraffe	8(47.1%)	9(52.9%)	17	2 nd
	Expo / leakage	0(0%)	1(100%)	1	7 th
Year 2002 contact session	Macro-chips / download	0(0%)	2(100%)	2	6 th
	Late submission of script	3(100%)	0(0%)	3	5 th
	Use of GSM phone	0(0%)	1(100%)	1	7 th
Year 2003 contact session	Swapping of scripts	0(0%)	8(100%)	8	3 rd
	Stealing answer script	1(100%)	0(0%)	1	7 th
	Intimidation / rudeness	3(42.9%)	1(14.3%)	4	4 th

Percentage calculated to 1 decimal place

There are as many as ten different forms of examination malpractice perpetrated by the In-service undergraduate teachers as shown in Table 4. The use of “micro-chips” is the most common form of examination malpractice perpetrated by the In-service undergraduate teachers. This is followed by copying / giraffe, and swapping of scripts that were ranked as the 2nd and 3rd common forms of examination malpractice perpetrated by the In-service undergraduate teachers respectively. The female mostly perpetrated these common forms of examination malpractice as clearly indicated in the table above.

These findings provide answer to the second research question raised in this study. Intimidation and rudeness to invigilators / supervisor and late submission of script are other common forms of examination malpractice perpetrated by the In-service undergraduate teachers.

Table 5: Summary of penalties awarded against Pre-service NCE teachers that perpetrated examination malpractices

Examination period	Gender	Repeat one academic session	Repeat a course	Expulsion
1 st semester 2000/2001	Male	70(41.4%)	18(56.2%)	5(50%)
2 nd semester 2001/2002	Female	99(58.5%)	14(43.7%)	5(50%)
1 st semester 2002/2003	Total	169(80%)	32(15.1%)	10(4.7%)
Grand total	211			

Percentage calculated to 1 decimal place

Three forms of penalty were awarded against Pre-service NCE teachers that perpetrated examination malpractices as revealed in table 5. The most common form of penalty is repeating one academic session. This form of penalty was awarded to 80% of the pre-service NCE teachers that perpetrate examination malpractice in the institution during the period under focus in this study. Most of the Pre-service NCE teachers that were made to repeat one academic session are female. Repeating a course is another form of penalty awarded against pre-service NCE teacher that were involved in examination malpractice. More male Pre-service NCE teachers (56%) were made to repeat a course than their female counterparts. However equal number of male and female Pre-service NCE teacher were expelled from the institution as a penalty for perpetrating examination malpractice. Only 4.7% of Pre-service NCE teacher were expelled from the institution as a penalty for perpetrating examination malpractice. These findings provide answer to the third research question raised in this study.

Table 6: Summary of penalties awarded against In-service undergraduate teachers that perpetrated examination malpractices

Examination period	Gender	Repeat one academic session	Repeat a course	Expulsion
1 st semester 2000/2001	Male	28(35.4%)	2(66.6%)	0(0%)
	Female	45(64.5%)	1(33.3%)	3(100%)
2 nd semester 2001/2002	Total	73(92.4%)	3(3.7%)	3(3.7%)
1 st semester 2002/2003				
Grand total	79			

The total number of In-service undergraduate teachers that were penalized for perpetration examination malpractice between year 2000 and 2003 contact sessions is just 79 as shown in table 6 above. Majority of those penalized are female, while the most common penalty is repeating one academic session that was awarded against 92.4% of those penalized. Only 3.7% of the In-service undergraduate teachers were expelled for perpetrating examination malpractice. These findings provide answer to research question 3 posed in the study.

Summarily the major findings in this study revealed that:

- There is gender difference in the prevalence of examination malpractice perpetrated by Pre-service NCE teachers. More female pre-service NCE teachers perpetrate examination malpractices than their male counterparts.
- Similarly, gender difference exists in the prevalence of examinational malpractice perpetrated by the In-service undergraduate teachers. More female In-service undergraduate teachers perpetrate examination malpractices than their male counterparts.
- The most common forms of examination malpractice perpetrated by the pre-service NCE teachers are, (a) taking small pieces of paper (micro-chips) that contain information relevant to examination items into

examination hall to copy, (b) Copying / giraffe form of examination malpractice in which an examinee stretches his/her neck to copy other examinee's work, and (c) "Tattoo" which involve writing relevant information on parts of the body to copy

- The use of micro-chips, copying/giraffe, and swapping of answer scripts are the major forms of examination malpractice perpetrated by the In-service undergraduate teachers.
- Three forms of penalty are commonly awarded against perpetrators of examination malpractices, these are

(1) Repeating one academic session, (2) repeating one course, and (3) expulsion.

- More female pre-service and In-service teachers were made to repeat one academic session for perpetrating examination malpractice than their male counterparts.
- Relatively very few perpetrators of examination malpractice were expelled from the institution.
- Incidence of examination malpractice is on the increase among the female and the pre-service NCE teachers in general.
- Incidence of examination malpractice is decreasing among the In-service undergraduate teachers in general.

The existence of examination malpractice in teacher education institutions in the nation is certainly not astounding but it is a major problem that demand detail analysis and permanent solution urgently. It does not only cast a shadow on the certificates awarded by teacher education institutions in the nation but it also represents a potent threat to the entire education industry in the nation. Teachers that are deficient in disciplinary knowledge and professional skills could soon glut the nation education industry. This will make the realization of the objectives and goals of education in the nation to be unattainable. Consequently the much-needed manpower for growth, progress, and sustainable development in all facets of the nation will be absent. Ultimately the nation will remain underdeveloped and a consumer nation for many decades to come. The increase in the incidence of examination malpractice among the pre-service NCE teachers is an indication that the current forms of penalty against perpetrators of examination malpractice are not effective for this group of trainee teachers.

Conclusions

In view of the major findings in this study, the following conclusions were drawn.

- Gender difference exists in the prevalence of examination malpractices perpetrated by both pre-service and In-service teachers.
- Majority of the perpetrators of examination malpractice are female.
- More than ten different forms of examination malpractice were employed by both pre-service and In-service trainee teachers
- The smuggling of small pieces of paper (micro-chips) that contain information relevant to examination items into examination hall to copy, and copying/giraffe form of examination malpractice in which an examinee stretches his/her neck to copy another examinee's work are the most frequently used forms of examination malpractice.
- There is general increase in the prevalence of examination malpractice among the pre-service NCE teachers.
- Only three forms of penalty are used against perpetrators of examination malpractice.

Recommendations

There is a need for teacher educators in the nation to adopt a zero tolerance approach to all forms of examination malpractice in teacher education institutions in the nation to break the back bone of examination malpractice. If trainee teachers are effectively discouraged and disallowed from examination malpractice they would in turn prevent examination malpractice among their students whenever they become class teachers. The curriculum of teacher education programme should be expanded to include courses on effective prevention and management of fundamental problems in the field of education such as examination malpractice. This will adequately equip the trainee teachers with adequate professional skills and knowledge to effectively address problems like examination malpractice. Examinees are not the only culprits in examination malpractice, hence administrators of educational institution need to provide appropriate measures to identify and punish other categories of perpetrator of examination malpractice. There is certainly a need for counseling services for all students and staff of educational institutions to help potential perpetrators of examination malpractice to overcome factors that could lead to examination malpractice.

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