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Knowledge of Students about Rules and Regulations Guiding the Conduct of Examinations in Kogi State College of Education (KSCOE), Ankpa, Nigeria

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Abstract: This paper examined the “Knowledge of students about the rules and regulations guiding the conduct of examinations in Kogi state College of Education (KSCOE), Ankpa. This was with the view to suggesting measures that could reduce examination malpractices that have become resilient in most institutions of learning in Nigeria. Through stratified random sampling procedure, two hundred students admitted into the college in 2012/2013 academic sessions were sampled for the study. The instrument for data collection was a 49 items’ questionnaire that was divided into three sections A, B and C. Section A sought information on rules and regulations guiding examinations in the college, section B, required information on the knowledge of students about the behavior that constitute examination malpractice and section C sought to know their levels of knowledge on the prescribed penalties for the examination offences. The data collected were analyzed using mean and the findings were that students of KSCOE, Ankpa, have sufficient knowledge about the rules and regulations guiding examinations, behaviours that constitute examination malpractices and penalties for the examination offences. That examination malpractice is a deliberate act by students. In addition, there was no difference between the levels of knowledge of both the Christians and the Muslims. Recommendations were that culprits should be made to face the full wrath of the law, pastors and Imams in churches and mosques should work more on their members to instill into them obedience, godliness and respect for laws and orders. They are to be taught more intently the earthly and eternal consequences of disobedience and that invigilators avoid behaviours that predispose examinees to cheating among others.

Keywords: Knowledge; Christian; Muslims; Students; Rules; Regulations; Examination malpractices.

1. Introduction

There are rules and regulations guiding the conduct of examinations in institutions of learning in Nigeria. This is with the view to ensuring free and fair conduct of examinations that are always amenable to diverse forms of malpractices. Examination malpractice has done a lot of havoc to educational institutions in Nigeria. This explains why stakeholders in education have continuously made various attempts to stifle this monster that water down qualities and subject the nation’s public institutions to ridicule. Malpractices in examinations are worrisome because of the evils that are associated. For instance, Omede (2014) noted that examination malpractice makes the certificates of many holders or graduates complete nonsense, it leads to misleading judgment as employers and school administrators as well as captains of industries base employment and admission decisions on examination results or certificates that may be faulty or distorted by malpractice. According to Nuraini (2008) and Aso Rock (2007), examination malpractice frustrates the conduct of a free and fair examination and could put one candidate in an undue position of advantage over another candidate or examinee. In fact, holders of these certificates are dressed in borrowed robes; they are impostors bearing or parading certificates, names or qualifications that are not truly theirs. In addition, examination malpractices compromise academic standards and as noted by Issa (2012) compromising standard is one sure way to mortgage, if not the present, certainly the future of a people. The fact remains that examination malpractice has become usual practice in Nigeria (Adegoke, 2010).

These defects notwithstanding, Omede (2014) noted that examination results serve many useful purposes which according to him include using it to stream students into Arts, Sciences, Arts and Social Sciences, Vocational and Technical Education, Architecture, and Agriculture as well as Medicine and Engineering. In addition, examination results are bases for promotion or progression, employment and labeling or for making value judgments. Examinations indicate the extent of factual knowledge acquired by students and also predict future educational

achievement (Adegoke, 2010). It is the utilitarian values of examination results or certificates that make it expedient that the conduct of examinations be free and fair, devoid of any form of malpractice.

Educational institutions particularly those of higher learning began to show their dissatisfaction with the conduct of some public examinations such as Senior Schools Certificate Examinations (SSCE), conducted by both West African Examinations Council (WAEC) and National Examination Council (NECO) and then the Unified Tertiary Matriculation Examinations (UTME) conducted by Joint Admissions and Matriculation Board (JAMB). The integrity of results or certificates issued by these bodies for entry into tertiary institutions in the country became doubtful because of how they are fraught with malpractices of all kinds.

As a result, many institutions of learning in the country began to embark on some remedial measures. One of such was the introduction of Post Unified Tertiary Matriculation Examinations (UTME) as well as the establishment of examination ethics that provided rules and regulations to examinees and invigilators as well as all those concerned with conducts of examinations.

In Kogi State College of Education (KSCOE), Ankpa, these rules and regulations are contained in the "Students' Handbook and Academic Regulations." This book is distributed annually to the newly admitted students by the management of the institution on resumption and registration. Included in this handbook also are all the behaviors that constitute examination offences and the penalties for violating each one of them. In spite of this commendable efforts, some students in this college and as in other colleges or institutions of learning in Nigeria still engage in examination malpractice.

Examination malpractice is so wide spread that no sex or religion seems to be exempted. There are studies according to Omotere (2011) that attached sex of the learner as a factor for examination malpractices. The male and female students as well as the Christian and Muslim students fraught it. Omotere (2011) noted that different views exist as to which sex involves more in examination malpractice. Ordinarily one expects that since examination malpractice is evil, Christian and Muslim students are not supposed to be involved, aid or abet it but they do with impunity. Many Christian and Muslim students have previously been found guilty of examination malpractices in many schools and colleges in Nigeria including this very institution under study, why? May be, these students have insufficient knowledge of the rules and regulations guiding examinations, nature of examination offences and also the penalties. This is why this study sought information on the "Knowledge of students about these rules, the behaviors that are considered wrong in examination and the penalties for these offences using gender and religion as variables.

2. Purpose of the Study

The study sought the level of knowledge of students of Kogi State College of Education (KSCOE), Ankpa on rules and regulations guiding examinations in the institution. Specifically, the study:

1. Determined the level of knowledge of students about rules and regulations guiding examinations in the college
2. Verified the level of knowledge of students about behaviors that constitute examination malpractice in the college
3. Found out the level of knowledge of students about penalties for examination offences
4. Compared the level of knowledge of Christian and Muslim students about rules and regulations guiding examinations in the college
5. Compared the level of knowledge of Christian and Muslim students about behaviors that constitute examination offences in the college
6. Compared the level of knowledge of Christian and Muslim students about penalties for examination offences.

3. Research Questions

The following questions were answered in this study:

1. What is the knowledge of students about the rules and regulations guiding the conduct of examination in Kogi State College of Education, Ankpa?
2. What is the extent of awareness of students about the nature of examination offences identified by the management of Kogi State College of Education, Ankpa?
3. To what extent do students of Kogi State College of Education, Ankpa, know the prescribed penalty for examination offences by the management of the college?
4. To what extent would the level of knowledge of Christian and Muslim students differ on rules and regulations guiding examinations in the college?
5. To what extent would the level of knowledge of Christian and Muslim students differ on behaviors that constitute examination offences in the college?
6. What differences exist in the level of knowledge of Christian and Muslim students on the penalties for examination offences in the college?

4. Methods

The design for this study was a survey. One hundred level students of Kogi State College of Education admitted in 2012/2013 academic sessions were the target population for this survey. Among this target population, 200 male and female students were randomized for the study using stratified random sampling procedure. A 49 item instrument was designed to collect information needed to help answer the six research questions. The instrument was divided into three sections-A, B and C. Section A, fielded 15 items on the rules and regulations guiding the conduct of examinations in this college contained in the students' Handbook provided for all the fresh students admitted into the college. Students were requested to respond whether they know the rule to be an "official policy", "not the official policy" or "not sure if it is the official policy".

Section B contained 17 items on the nature of examination offences while section C also accommodated 17 items on penalties for examination offences. They were therefore requested to respond the same way they are to respond to the items in section A.

The researcher personally administered the instrument. The questionnaires were filled and returned the same day. The instrument was face validated by two colleagues from the department of psychology, KSCOE, Ankpa. Data collected were analyzed using tables and mean. Since the instruments had three response modes, the acceptable mean score was 2.0. What this means is that any item with a mean score of 2.0 and above were termed positive and accepted as sufficient knowledge while mean score of less than 2 was seen to be negative and therefore rejected indicating low or insufficient knowledge.

5. Results

The results of this study were presented according to the research questions asked.

5.1. Research Question 1

What is the knowledge of students about the rules and regulations guiding the conduct of examinations in Kogi State College of Education, Ankpa? The answer to this question is on [Table 1](#).

Table-1. Knowledge of students about rules and regulations guiding the conduct of examinations in KSCOE, Ankpa

S/No	Rules and regulations	Mean score
1	Candidates for exams are to be in the exam hall 20 minutes before the start time of the exam	2.4
2	Exam candidates can be admitted up to 30 minutes after the exam starts but will be given no extra time at the end	2.3
3	Exam takers cannot leave the room for the first 30 minutes or the last 30 minutes of the exam	2.1
4	Exam candidates are to display their examination card in a prominent position on their desk	2.6
5	Candidates must hand over their used or unused scripts to the invigilator when leaving the examination hall	2.5
6	A candidate must bring his/her examination card to each examination and to be displayed in a prominent position on his/her desk	2.7
7	No candidate is to write examination on behalf of another	2.5
8	During an examination, no candidate shall speak to another, make noise nor cause any disturbance	2.6
9	During an examination all complaints or requests should be directed to the invigilator alone	2.6
10	Printed paper or written documents or unauthorized aids should not be brought into an examination hall	2.6
11	The use of scrap paper is not permitted, candidates are to do all rough works in the answer booklets and crossed neatly before submission	2.6
12	Candidates are not allowed to carry any hand bag, briefcase, harmful/dangerous materials, etc., into the examination hall	2.6
13	During an examination, a candidate must not directly or indirectly give to or receive assistance from another candidate	2.5
14	With the exception of the question paper, candidates are not to remove from the examination hall, or mutilate the supplied examination materials	2.4
15	Candidates are not to smoke drink or eat in the examination hall	2.6
Total mean		38.2
Grand mean		2.5

Source: Survey, Q1-15. N=200

The grand mean of 2.5 as shown on [Table 1](#) is above the acceptable mean of 2.0 for a three option/alternative response mode. What this means is that, students in this college are aware of the rules and regulations guiding the conduct of examinations. They know these rules to be the official policy of the college. None of the 15 items scored below 2.0, the acceptable or criterion means score. This shows a high level of awareness or knowledge. The students should be able to recognize these rules even if they had not read it from the students’ handbook because they are common rules that guide conducts of examinations at almost all the levels of educational systems in Nigeria. It should be noted that these students had passed through primary education and secondary education and wrote examinations at those levels being guided by the code of conduct for these examinations. So with or without the students’ handbook, they should know for instance, that impersonation that is, writing examination for another candidate, copying from any pre-prepared materials (scraps of papers, text or note books) are forbidding practices in examinations.

5.2. Research Question 2

What is the extent of knowledge of students about the nature of examination offences identified by the management of Kogi State College of Education, Ankpa? The answer is on [Table 2](#).

Table-2. Mean responses on behaviors that constitute examination offences in KSCOE, Ankpa

S/No	Examination offences	Mean score
16	Bringing into an examination any unauthorized examination materials	2.5
17	Using a pre-prepared material in an examination	2.3
18	Leaving the examination hall with used answer booklets	2.3
19	Impersonation (taking examination for another candidate)	2.5
20	Exchanging answer materials	2.4
21	Physically assaulting an invigilator	2.2
22	Bringing a pre-prepared material into exam hall whether is not used	2.3
23	Bringing harmful/dangerous materials into the examination hall	2.4
24	Chewing any suspected material or hiding same in examination	2.2
25	Being caught in any examination fraud after signing two undertakings to be of good behavior	2.4
26	Verbally assaulting an invigilator	2.1
27	Being disobedient to the invigilator	2.1
28	Leaving the examination hall with an unused answer booklet	2.1
29	Coming late to an examination for more than 30 minutes	1.9
30	Giraffing (peeping into another person’s work)	2.1
31	Talking with another candidate without the invigilator’s permission	2.1
32	Writing points on question paper	2.1
Total mean		39.2
Grand Mean		2.2

Survey, Q16-32, N=200

The grand mean of 2.2 as shown on [Table 2](#) is more than the acceptable mean of 2.0. This implies that the students recognize those behaviors included on the table as examination offences and that the rules against these behaviors are the official policies of the college. Like it was pointed out earlier, the examination offences pointed out by the college such as bringing into an examination any unauthorized examination materials, using a pre-prepared materials in an examination, leaving the examination hall with used answer booklets and impersonation as well as exchanging answer sheets, etc, are obvious offences that students who had been to school up to this level should know without winking the eyelids. Item number 29 on the table is the only item that has a mean of 1.9 that is below the acceptable mean score of 2.0. In agreement with the students, as a lecturer in this college for more than a decade, no invigilator sees it as an offence not to admit a candidate 30 minutes after an examination had commenced. This offence is not popular as students especially; those who carried over the course could be admitted if they could just appear before the examination is over.

5.3. Research Question 3

To what extent are the students of Kogi State College of Education, Ankpa, aware of the prescribed penalty for examination offences by the management of the college? The answer to this question is on [Table 3](#).

Table-3. Mean responses on rules and regulations guiding exams in KSCOE, Ankpa

S/No	Examination offences and penalties	Mean score
33	Bringing into an examination any unauthorized examination materials bring expulsion from the college if caught	2.5
34	Using a pre-prepared material in an examination bring expulsion from the college as penalty	2.3

35	Leaving the examination hall with used answer booklets bring expulsion from the college as penalty	2.3
36	Impersonation (taking examination for another candidate) is an offence that bring expulsion from the college	2.5
37	A candidate caught exchanging answer materials will be expelled from the college	2.4
38	A candidate caught physically assaulting an invigilator will be expelled from the college	2.2
39	A candidate caught with a pre-prepared material whether is not used will be expelled from the college	2.3
40	A student caught with harmful/dangerous materials in the examination hall will be expelled from the college	2.4
41	A candidate caught chewing any suspected material or hiding same will be expelled from the college	2.2
42	A candidate caught in any examination fraud after signing two undertakings to be of good behavior will be expelled from the college	2.0
43	A candidate will be made to repeat the course he/she was found to have verbally assaulted an invigilator	2.1
44	A candidate that is disobedient to the invigilator and found guilty will be made to repeat that	2.1
	Course	
45	A candidate caught leaving the examination hall with an unused answer booklet will be made to repeat that course	2.1
46	If a candidate comes late to an examination for more than 30 minutes that candidate is to repeat the course	1.9
47	A candidate caught giraffing (peeping into another person's work) is to sign an undertaking to be of good behavior	2.1
48	A candidate will be made to sign an undertaking of good behavior for talking with another candidate without the invigilator's permission	2.1
49	A candidate will be made to sign an undertaking of good behavior for writing points on his/her question paper	2.1
Total mean		39.2
Grand Mean		2.2

Survey, Q16-31, N=200

The grand mean of 2.2 as shown on [Table 3](#) indicates sufficient knowledge. The students recognize those penalties included on the table as penalties for the stated examination offences. Item number 29 on the table is the only item that has a mean of 1.9 that is below the acceptable mean score of 2.0. Examinees get admitted for an examination after 30 minutes of the commencement of the examination. Most invigilators are not strict about this rule.

5.4. Research Question 4

To what extent would the level of knowledge of Christian and Muslim students differ on rules and regulations guiding examinations in the college? The answer to this question is shown on [Table 4](#)

Table-4. Mean scores and mean differences of Christian and Muslim students to rules and regulations guiding examination in KSCOE, Ankpa

S/No	Rules and Regulations	Christian mean	Muslim mean	Mean difference
1	Candidates for exams are to be in the exam hall 20 minutes before the start time of the exam	2.5	2.4	+0.1
2	Exam candidates can be admitted up to 30 minutes after the exam starts but will be given no extra time at the end	2.4	2.4	0.0
3	Exam takers cannot leave the room for the first 30 minutes or the last 30 minutes of the exam	2.1	2.1	0.0
4	Exam candidates are to display their examination card in a prominent position on their desk	2.6	2.5	+0.1
5	Candidates must hand over their used or unused scripts to the invigilator when leaving the examination hall	2.6	2.5	+0.1
6	A candidate must bring his/her examination card to each examination and to be displayed in a prominent position on his/her desk	2.7	2.7	0.0
7	No candidate is to write examination on behalf of another	2.6	2.5	+0.1
8	During an examination, no candidate shall speak to another,	2.6	2.7	-0.1

	make noise nor cause any disturbance			
9	During an examination all complaints or requests should be directed to the invigilator alone	2.6	2.6	0.0
10	Printed paper or written documents or unauthorized aids should not be brought into an examination hall	2.7	2.6	+0.1
11	The use of scrap paper is not permitted, candidates are to do all rough works in the answer booklets and crossed neatly before submission	2.7	2.6	+0.1
12	Candidates are not allowed to carry any hand bag, briefcase, harmful/dangerous materials, etc., into the examination hall	2.8	2.6	+0.2
13	During an examination, a candidate must not directly or indirectly give to or receive assistance from another candidate	2.5	2.5	0.0
14	With the exception of the question paper, candidates are not to remove from the examination hall, or mutilate the supplied examination materials	2.7	2.5	+0.2
15	Candidates are not to smoke drink or eat in the examination hall	2.6	2.6	0.0
Total mean		38.7	37.8	+0.9
Grand mean		2.58	2.52	+0.06

Survey: Q1-15, N=Christians (142), Muslims (58)

The analysis on Table 4 showed that the mean responses of both the Christian and Muslim students don't differ meaningfully on the rules and regulations guiding examinations in KSCOE, Ankpa. Both the Christian and Muslim students in KSCOE, Ankpa, know the rules and regulations that guide the conduct of examinations in the institution.

5.5. Research Question 5

To what extent would the level of knowledge of Christian and Muslim students differ on behaviors that constitute examination offences in the college? Table 5 provided answer to this question.

Table-5. Mean scores of Christian and Muslim students to behaviors that constitute examination offences in KSCOE, Ankpa

S/No	Behaviors that constitute examination offences	Christian mean	Muslim mean	Mean difference
16	Bringing into an examination any unauthorized examination materials	2.6	2.4	+0.2
17	Using a pre-prepared material in an examination	2.4	2.3	+0.1
18	Leaving the examination hall with used answer booklets	2.3	2.4	-0.1
19	Impersonation (taking examination for another candidate)	2.6	2.5	+0.1
20	Exchanging answer materials with another candidate	2.5	2.5	0.0
21	Physically assaulting an invigilator	2.3	2.2	+0.1
22	Coming into the examination hall with pre-prepared material whether used or not used	2.2	2.2	0.0
23	Coming into the examination hall with harmful/dangerous materials	2.4	2.5	-0.1
24	Chewing any suspected material or hiding same	2.3	2.3	0.0
25	Being caught in an examination fraud after signing two undertakings to be of good behavior	2.2	2.2	0.0
26	Verbally assaulting an invigilator	2.1	2.3	-0.2
27	Disobedient to the invigilator	2.1	2.3	-0.2
28	Leaving the examination hall with an unused answer booklet	2.1	2.2	-0.1
29	Coming late to an examination for more than 30 minutes	2.0	1.9	+0.1
30	Giraffing (peeping into another person's work)	2.1	2.0	+0.1
31	Talking with another candidate without the invigilator's permission	2.1	2.0	+0.1
32	Writing points on question paper	2.3	2.1	+0.2
Total mean		38.8	38.3	+0.5
Grand mean		2.28	2.25	+0.3

Survey: Q16-32, N (Christians=142), (Muslims=58)

The analysis on Table 5 revealed that both the Christian and Muslim students do not differ in their knowledge of behaviors that constitute examination offences in the institution. The responses of 2.28 and 2.25 for the Christian and Muslim students respectively indicated that they know the behaviors that constitute examination offences.

5.6. Research Question 6

What differences exist in the level of knowledge of Christian and Muslim students on the penalties for examination offences in the college? Table 6 provided the answer to this question.

Table-6. Mean scores of Christian and Muslim students to penalties for examination offences in KSCOE, Ankpa

S/No	Penalties for examination offences	Christian mean	Muslim mean	Mean difference
33	Bringing into an examination any unauthorized examination materials bring expulsion from the college if caught	2.6	2.4	+0.2
34	Using a pre-prepared material in an examination bring expulsion from the college as penalty	2.4	2.3	+0.1
35	Leaving the examination hall with used answer booklets bring expulsion from the college as penalty	2.3	2.4	-0.1
36	Impersonation (taking examination for another candidate) is an offence that bring expulsion from the college	2.6	2.5	+0.1
37	A candidate caught exchanging answer materials will be expelled from the college	2.5	2.5	0.0
38	A candidate caught physically assaulting an invigilator will be expelled from the college	2.3	2.2	+0.1
39	A candidate caught with a pre-prepared material whether is not used will be expelled from the college	2.2	2.2	0.0
40	A student caught with harmful/dangerous materials in the examination hall will be expelled from the college	2.4	2.5	-0.1
41	A candidate caught chewing any suspected material or hiding same will be expelled from the college	2.3	2.3	0.0
42	A candidate caught in any examination fraud after signing two undertakings to be of good behavior will be expelled from the college	2.2	2.2	0.0
43	A candidate will be made to repeat the course he/she was found to have verbally assaulted an invigilator	2.1	2.3	-0.2
44	A candidate that is disobedient to the invigilator and found guilty will be made to repeat that course	2.1	2.3	-0.2
45	A candidate caught leaving the examination hall with an unused answer booklet will be made to repeat that course	2.1	2.2	-0.1
46	If a candidate comes late to an examination for more than 30 minutes that candidate is to repeat the course	2.0	1.9	+0.1
47	A candidate caught giraffing (peeping into another person's work) is to sign an undertaking to be of good behavior	2.1	2.0	+0.1
48	A candidate will be made to sign an undertaking of good behavior for talking with another candidate without the invigilator's permission	2.1	2.0	+0.1
49	A candidate will be made to sign an undertaking of good behavior for writing points on his/her question paper	2.3	2.1	+0.2
Total mean		38.8	38.3	+0.5
Grand mean		2.28	2.25	+0.3

Survey: Q16-32, N (Christians=142), (Muslims=58)

The analysis on Table 6 revealed that both the Christian and Muslim students do not differ in their knowledge to penalties prescribed for each of the examination offences in the institution. The responses of 2.28 and 2.25 for the Christian and Muslim students respectively indicated that they know the penalties for each of the examination offences if committed.

6. Discussions

The six research questions examined knowledge of students about rules and regulations guiding examinations in KSCOE, Ankpa. Religion was among the variables considered. The study found out the knowledge of students on three items namely, rules and regulations guiding examinations in the students' handbook, the behaviors that are considered examination offences and the penalties that the college prescribed for each of the behaviors identified. This is with the view to finding out whether in addition to other causative factors of examination malpractice identified by previous studies, insufficient knowledge about rules guiding the conduct of examinations could as well be queried. The findings of the studies were that: students have sufficient knowledge and that (Christians and

Muslims) do not differ in their knowledge of rules and regulations guiding examinations in the college, behaviors that are termed examination offences and penalties for each of the examination offences. The study revealed that students are sufficiently informed about free and fair conduct of examinations.

This therefore means that it is not lack of or inadequate knowledge that makes students engage in examination malpractices. Those that practice malpractice in examinations do so in defiance of the rules and regulations and this is why culprits are not to be spared the rods of disciplines as the study of Omede (2014) suggested. Ituma *et al.* (2014) suggested religion as a way out of examination malpractice. But culprits of examination malpractice who had been caught, tried and punished particularly in KSCOE, Ankpa, belong to the ruling religions in Nigeria-Christianity and Islam. If religion is to be of great benefits to the society, then the religious institutions in Nigeria still will have a lot to do to truly launder the morality of their adherents particularly the youths.

7. Conclusion

This study examined knowledge of students of KSCOE, Ankpa, about rules and regulations guiding the conduct of examinations, the behaviors that are termed examination malpractice and the penalties for each of the examination offences. Religion was examined in this study as a variable. The results of the study showed that the students have sufficient knowledge of the rules and regulations guiding examinations, the behaviors that constitute examination misconduct and penalties for each of the offences. The results of the study further revealed that both the Christian and Muslim students do not differ in their levels of knowledge on the three variables examined.

8. Recommendations

If, with this sufficient knowledge, examination malpractices still go on in this college, it means that students are deviant of the rules and therefore, the following recommendations are put forward:

1. Examination malpractice is a deliberate act by students. Culprits should therefore be made to face the full wrath of the law. The rod of discipline must not be spared on any offender. Until, culprits are punished accordingly, this behavior will not desist.
2. Pastors and Imams in churches and mosques ought to work more on their members to instill into them obedience, godliness and respect for laws and orders. They are to be taught more intently the earthly and eternal consequences of disobedience. Examination malpractice is an act of disobedience that will not escape governmental and divine punishments.
3. Invigilators are to avoid behaviors that predispose examinees to cheating. Some of such behaviors are reading of newspapers while invigilating, eating, fondling one's cell phone and leaving the examination hall for the veranda or to answer nature's call without making arrangement for another invigilator to hold brief. These behaviors and many others predispose examinees to malpractice and so should be guided against.
4. Lecturers are to be trained on ways to set examinations other than what obtains currently. There is what is called open examination that students can write from home and yet will not know how or even what to use to cheat. Apart, there is a known pattern for setting examination questions by the Joint Admissions and Matriculation Board (JAMB) that is called paper types. Two candidates seating closely together offering the same course may be answering different but same questions such that even if one candidate looks into the next neighbors' work he/she will not see anything that looks like what he/she is doing to copy. This prevents copying another candidate's works that is a common practice with students in this college. Their population is high and accommodations in examination halls are inadequate.
5. Administrators are advised to reverse the current practice that put more emphasis on examinations than continuous assessments. Examination anxieties arising from inadequate preparation on the part of the students, as well as the inability of lecturers to cover their syllabuses some times, are some reasons why some students cheat in examinations. It is therefore, recommended that continuous assessments be weighted more than examinations (60 percent) against (40 percent). The current practice is that continuous assessment carries (40 percent) and examinations (60 percent). This practice is to be reversed to reduce examination anxiety and its corresponding cheatings.
6. Invigilators are to stop enforcing rules and regulations as well as penalties that are not prescribed by the students' handbook as doing this consistently enhances examination malpractice because they are not punitive enough to deter not even the perpetrators talk more of others who may be having the intention. Relocating a student to another seat for cheating or telling a student to stand up for some times are not strong punishments that could stop the act of cheating in examination by other intending fraudsters.

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