

**Effect of Computer-Base Test and its Implication on Examination Malpractice: A Case  
Study of Two Hundred and Three Hundred Level Students in University of Jos**

**BY**

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**Abstract**

*The study was designed to determine the effect of computer-based test and its implication on examination malpractice among two hundred and three hundred level students of University of Jos. Three objectives were raised to guide the study. Three research questions were answered. A survey research design was adopted and the population of the study consisted of all law students of two hundred and three hundred levels in the University of Jos while a sample of 44 students were selected using simple random sampling technique. A self-developed questionnaire was used for data collection. Data collected were analyzed using frequency counts and simple percentages. Finding of the study revealed that examination malpractice has negative effect in the future for those involved. The study recommends that security cameras should be improved in the examination venues as it will reduce the chance of cheating by the students.*

**Keywords:** Examination Malpractice, Computer Based Test, Effect of CBT

**Introduction**

The overall socio-economic development of any nation depends largely on effective human resource planning, development and utilization. Education is the bedrock of development and one of the fundamental factors determining sustainable economic development. It increases the human capital and production of labour as it leads to high output in the economy. Education equips people with necessary skills and competences and enhances them with innovative capacity of labour. It facilitates the adoption and implementation of foreign technology and helps to reduce knowledge gap between the technological advanced nations and developing nations. It helps the nations to compete in global markets. The knowledge, skills, abilities and attitudes to achieve these benefits of education are got from education institutions. This made the educational institutions to be an

industry where future leaders, workers, doctors, lawyers, politicians, teachers, thinkers, etc are produced (Oko, 2016).

The World Bank (1999) explains that a single most important key to development and poverty alleviation is education. It is therefore essential for any nation that is interested in development to improve on the academic performance of its citizens, most especially in tertiary institution. Quality education is essential to the development of any country. Education strengthens citizenship values, fosters sustainable development, it is a powerful tool in eradicating poverty, reduces unemployment, and improves the quality of life of the people (Oseni, Abumere & Ehimi, 2010).

One of the most serious problems facing examination in Nigeria today is the unethical behavior before, during and after examinations known as Examination Malpractice (EM). Examination malpractice is anything done by the examination candidate that is likely to render the assessment useless. It is therefore, anything made by the stakeholders such as examination administrators, teachers, parents or students that is likely to render the assessment or examination ineffective or useless (Bruno & Obidigbo, 2012).

The cries about examination misconduct which takes place at all level of the Nigerian educational system is nothing but a reflection of the society. As education institutions in Nigeria are not in vacuum but in the same corrupt society, the sector is as corrupt as the public and private sector. The glaring fact of the existence of corruption makes Yushua (2012) regrets that when people talk about corruption usually they refer to public fund siphoned or misappropriate by civil servants, contractors, politicians, etc. hardly do they think of the type of corruption that destroys the minds of our children and siphons the moral values of our society – the monumental corruption that is taking place in our educational system. These types of corruption are more dangerous and more serious threat to the future of Nigeria. Education institution has deteriorated to the extent that in place of being an agent of purifying the minds of our children to become useful members of our society, it is now diverting the mind of the children away from what education is all about.

Examination malpractice is defined as any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. Examination malpractice is an act or irregular manner of testing candidates which contravenes the rules and conventions guiding the conduct of examinations.

Examination malpractice has done a lot of harm to students since many of them have neglected their books with the hope of performing the magic they are used to in every examination. Examination malpractice in Nigerian educational system has been widely discussed and viewed as a major challenge not only to examination bodies but to school administrators, the entire education system, the government and the society at large. Examination malpractice as defined by West African Examination Council (WAEC) (2003) is any irregular behaviour or act exhibited by candidates or anybody charged with the responsibility of conducting examination in or outside the examination hall, before, during or after such examination with the aim of taking undue advantage. Many of these irregularities or misconducts surround examination and it came to an alarming rate in the last three decades.

### **Statement of the Problem**

This study therefore seeks to identify the prospects and challenges that will pose threats to the success of adopting CBT in all examinations and how to neutralize them. From the background of the study it has also been discovered that examination plays a prominent role in our educational system. Since it holds the only hope for the transformation of the youths and serves as the medium in which Nigeria uses in predicting a student's future academic behavior, examination malpractice has to be dealt with. Examination malpractice is one social problem that is disturbing the Nigerian education sector and it requires a prompt remedy. Jimoh (2009) stated that examination malpractice occurs in all levels of the Nigerian educational sector, but the focus of this study is university education system. The educational system has for long had serious hit from examination malpractice and this has brought into focus the need to tackle this issue in order to find ways to eradicate such problems. It is the purpose of this research to inquire deeply into the causes of examination malpractice and find possible solution in order to eradicate this act from the educational system and the nation in general.

### **Aim and Objectives of the Study**

The primary aim of the study is to find out the effect of computer-based test and its implication on examination malpractice among some selected students in University of Jos while the specific objectives are to:

- i. Determine the effect of examination malpractice to both the students and educational system in general.
- ii. Determine the extent which Computer Based Testing (CBT) mode reduce examination malpractice among students.
- iii. Determine the possible remedies to combat the problem of examination malpractice.

### **Research Questions**

- i. What is the effect of examination malpractice to both the students and educational system in general?
- ii. To what extent will Computer Based Testing (CBT) mode reduce examination malpractice among students?
- iii. What are the possible remedies to combat the problem of examination malpractice?

### **Materials and Methods**

A survey research design was adopted for this study. The population of the study consisted of all law students of two hundred and three hundred levels in the University of Jos while a sample of 44 students were used in this study. A self-developed questionnaire was used for data collection. Data collected were analyzed using frequency counts and simple percentages.

### **Data Analysis and Results**

**Table 1: Frequency and percentage distribution of the respondents on the effects of examination malpractice to both the students and educational system in general**

S/N	ITEMS	RESPONSES			
		SA	A	DA	SD
1	Students that engaged in malpractice may graduate without the required knowledge	12 (27.3%)	19 (43.2%)	8 (18.2%)	5 (11.4%)
2	Examination malpractice leads to low morale and academic values.	12 (27.3%)	18 (40.9%)	8 (18.2%)	6 (13.6%)
3	The products of examination malpractice always end up with unfulfilled dreams in their chosen career	10 (22.7%)	26 (59.1%)	6 (13.6%)	2 (4.5%)

4	Examinations malpractice is a negative orientation for future leaders who may end up being corrupt in their various offices.	13 (29.5%)	16 (36.4%)	11 (25.0%)	4 (9.1%)
5	Students that engaged themselves in examination malpractice are building on a false foundation which can lead to serious professional errors.	9 (20.5%)	21 (47.7%)	9 (20.5%)	5 (11.4%)

Results from table 1 revealed that majority 31(70.5) of the respondents agree that students that engaged in malpractice may graduate without the required knowledge while 13(29.5%) disagree. 30(68.2%) of the respondents agree that examination malpractice leads to low morale and academic values while 14(31.8%) disagreed. 36(81.8%) of the students agreed that the products of examination malpractice always end up with unfulfilled dreams in their chosen career, 29(65.9%) of the respondents agree that examinations malpractice is a negative orientation for future leaders who may end up being corrupt in their various offices and finally majority 30(68.2%) of the students agreed that students that engaged themselves in examination malpractice are building on a false foundation which can lead to serious professional errors while only 14(31.8%) of the respondents disagreed with the statement.

**Table 2: Frequency and percentage distribution of the respondents based on the extent to which computer-based testing (CBT) mode reduce examination malpractice among students**

S/N	ITEMS	RESPONSES			
		SA	A	DA	SD
6	Improving test security due to electronic transmission and encryption is a solution to the problem of examination malpractice	13 (29.5%)	21 (47.7%)	6 (13.6%)	4 (9.1%)
7	Question banks and randomization of questions and response orders can reduce cheating	13 (29.5%)	23 (52.3%)	6 (13.6%)	2 (4.5%)
8	The seating arrangement during CB test restrict students from communicating with others	10 (22.7%)	22 (50.0%)	8 (18.2%)	4 (9.1%)
9	CB test reduces the risk of exposing question papers either from the production room or the person that takes care of it before the exams	18 (40.9%)	20 (45.5%)	5 (11.4%)	1 (2.3%)

10	There is low tendency of leakage of question paper before examination	9 (20.5%)	22 (50.0%)	10 (22.7%)	3 (6.8%)
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Results from table 2 showed that 34(77.3%) of the respondents agree that improving test security due to electronic transmission and encryption is a solution to the problem of examination malpractice, 36(81.8%) of the respondents agree that question banks and randomization of questions and response orders can reduce cheating among students while only 8(18.2%) disagree. 32(72.7%) of the respondents agree that the seating arrangement during computer-based test restrict students from communicating with others while 12(27.3%) disagree. 38(86.4%) of the respondents agree that computer-based test reduces the risk of exposing question papers either from the production room or the person that takes care of it before the exams and also 31(70.5%) of the respondents agree that there is low tendency of leakage of question paper before examination while 13(29.5%) disagree.

**Table 3: Frequency and percentage distribution of the respondents on the possible remedies to combat the problem of examination malpractice**

S/N	ITEMS	RESPONSES			
		SA	A	DA	SD
11	Strict adherence to punishment of those involve in examination malpractice is one of the ways of curbing out malpractice	9 (20.5%)	22 (50%)	10 (22.7%)	3 (6.8%)
12	Presentation of identity cards by students before admission into examination hall	6 (13.6%)	28 (63.6%)	6 (13.6%)	4 (9.1%)
13	In computer based test, electronic invigilation will easily expose students better than human invigilators	11 (25%)	21 (47.7%)	6 (13.6%)	5 (11.4%)
14	Presentation of examinees identity cards as they file into the examination hall curbs malpractices	9 (20.5%)	22 (50%)	10 (22.7%)	3 (6.8%)

Results from table 3 revealed that 31 respondents representing 70.5% of the respondents agree that strict adherence to punishment of those involve in examination malpractice is one of the ways of curbing out malpractice, 77.3% of the respondents agree that presentation of identity cards by students before admission into examination hall also reduces incidence of examination malpractice while 22.7% disagree. 72.7% of the respondents agree that in computer-based test, electronic invigilation will easily expose students better than human invigilators while 27.3% of the

respondents disagree. 70.5% of the respondents agree that presentation of examinees identity cards as they file into the examination hall curbs malpractices.

### **Conclusion and Recommendations**

Some of the effects of examination malpractice include graduating without the required knowledge by those involved and low morale and academic values. Also some of the ways CBT reduces examination malpractice are the seating arrangements and randomizations of questions by the question bank among others. The study recommends that security cameras should be improved in the examination venues as it will reduce the chance of cheating by the students.

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