



## Curbing examination insecurity and its implications for the management of public secondary schools in Kogi east education zone of Kogi state

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### Abstract

The paper investigated curbing examination insecurity in public secondary schools in Kogi east education zone of Kogi state. Two research questions guided the study. Descriptive survey was adopted for the study. 208 secondary schools and other examination management bodies such as Ministry of Education (MOE), West African Examination Council (WAEC), National Examination Council (NECO), Teaching Service Commission (TSC), Science Teachers' Education Board (STEB) with the total population of staff to be 2510 served as respondents. A sample size of 250 (10%) respondents was used for the study. The instrument used was Examination Insecurity Assessment Barometer (EIAB). Analysis of research questions that guided the study was done by mean and standard deviation. From the analysis of the instrument the following results emerged: (1) leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators were discovered to be the nature of examination insecurity among public secondary schools in Kogi east education zone and (2) loss of principals' respect, doubting of certificates from public secondary schools, discrimination against the candidates from public schools in terms of admission and employment, mass production of academic devils were discovered to be the implications of examination insecurity on the management of public secondary schools in Kogi east education zone. (3) Biometric data capturing in all public examinations, prohibition of mobile phone in examination hall, installation of Short Message Service (SMS) tracking devices at all examination centres that can access network, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices and swapping of examination centre supervisors were ways to curb examination insecurity in Kogi east education zone of Kogi state. The following recommendations amongst other things such as proliferation of data capturing, prohibition of mobile in examination hall, installation of Short Message Tracking devices and Closed Circuit Television cameras in all examination centres were made.

**Keywords:** innovation, examination, examination insecurity, curbing examination insecurity, secondary schools

### Introduction

Examination could also be seen by Adesina (2006) <sup>[1]</sup> as one of the most objective techniques used in the measurement of learning outcomes at all levels of education in Nigeria and the world over. Examination, simply defined, refers to testing an individual for knowledge or ability of the person in a given subject or profession. Examination in an educational system is the primary measure to test a candidate's knowledge, skill and ability in a specified area of study. It is used to measure the standard of students' performance in all educational institutions (Dibu, 2014) <sup>[8]</sup>. In fact, examination is the only known instrument for selection to educational institutions, job placements, promotions, scholarship awards amongst others. Examination is the main strategy for assessing the quality of performance of an educational system. It is the best approach to evaluating the quality of performance of students, the school system, and indeed, the whole of the educational system as a social organization instituted for the growth and development of a society or nation. Examination in the opinion of Zakka (2014) <sup>[34]</sup> is a necessary evil in the educational industry and the big tail driving the whole of what education stands for. Zakka (2014) <sup>[34]</sup> stated that the primary purpose of conducting examination in schools

therefore is to provide a measure of learners' ability with a view for making necessary academic and guidance decisions about such learners. Such a measure of achievement (result) may be needed to determine among others who is to be promoted to the next class or level, as well as whom to be awarded a certificate or class of a degree. The accuracy of such decision depends solely on the reliability and validity of examination results.

Examination may be administered orally, on paper, on computer or in a confined area that requires an examinee to physically perform a set of skills Adesina (2006) <sup>[1]</sup>. However, despite the importance of examination in teaching and learning situations, a number of factors affect the credibility of examination scores. One of such practices that may affect the reliability of examination scores is examination insecurity. Examination insecurity in the observation of researchers refers to the porous management of test of knowledge in schools and other human institutions. It is the non protection of test of knowledge. Examination insecurity could be in the form of permitting students to use electronic gadgets like calculators, organizers, radio walkman and mobile phones in the examination halls, violation of examination's rules and regulations, allowing the committing of illegal act by a

student single handedly or in collaboration with others; like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades. Examination insecurity also means allowance of students for impersonation, leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing (direct copying of answers to questions and taking into examination rooms). Dibu (2014) <sup>[8]</sup> described examination insecurity as dishonourable act that leads to the invalidation of examination results, cancellation of results, punishing candidates, loss of dignity for offenders, imprisonment of offenders, damage to the image of institutions, wastage of resources, erosion of sanity and a host of other penalties. Omogun (2003) <sup>[28]</sup> ascribed examination insecurity as allowances of misconduct or improper practice in any examination with a view to obtaining good results through fraudulent practice. Similarly, Wilayat (2009) <sup>[33]</sup> stated that examination insecurity is tomoregiehe permission of an act of omission or commission that contravenes those West African Examinations Council's rules and regulations to the extent of undermining the validity and reliability of the test and ultimately the integrity of the certificate issued by the Council. Examination malpractice does not occur in the examination hall alone, it occurs before, during and even after the examination. This act of insecurity in the management of examination in schools led to examination malpractice.

Examination malpractice has attracted the attention of educational stake holders in educational industry in Nigeria. For instance, Ogunsanya (2003) <sup>[24]</sup> defined it as any activity of a student or group of students whose purpose is to give any of them higher grades than they would likely receive on the basis of their own achievement. Animasahun, (2005) <sup>[5]</sup> defined Examination malpractices as practical demonstration of lack of emotional intelligence, trust, dignity and worth, and unquestionable expression of moral laxity and incompetence, whereby the perpetrators fraudulently, cunningly and forcefully steal a grade, a position or class of honour which was not merited and whose action lead to the devaluation of educational standard; thereby participating actively in the downfall of our sovereign nation. Examination malpractice in the above context is any illegal act committed by a student single handedly or in collaboration with others; like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades. Examination malpractice was an embodiment of examination insecurity.

Examination insecurity was also described by Onyechere (2007) <sup>[30]</sup> as illegal permission of candidates to copy on sheet of papers, handkerchiefs, desk/chairs; collusion with other candidates or external agents. Others include leakage of examination questions before the actual examination day. In some schools, especially, those privately owned the school authorities sometimes bribe invigilators, supervisors and police personnel drafted to the centres so that they could turn a blind eye when malpractices are being perpetrated. Electronic gadgets like calculators, organizers, radio walkman and mobile phones are also used to carry out examination malpractices. Annually, examination bodies give stern warnings to the candidates to desist from bringing mobile phones into the examination halls but each year, the

use of mobile phones to commit examination malpractice is still recorded.

Examination insecurity can be the allowance of any of the following forms, impersonation, leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing which means direct copying of answers to questions and taking into examination rooms. These acts can also result to results/certificate forgery and verbal or physical assault on examination administrators. There may be mass cheating of students or "sorting" which involves alteration of examination grades with the use of money. Today, there is an unholy, unwholesome conspiracy to aid examination malpractice by school heads, teachers, invigilators, parents students whose motive is to make quick money rather than genuine love for the candidates to perform well academically in their studies (Idaka, 2006) <sup>[14]</sup>. Other forms of examination insecurity as pointed by Awanbor (2006) <sup>[6]</sup> are allowing candidates to bring books or cribs into the hall, insulting or assaulting supervisor or invigilator, replacement of answer script with another one during or after the examination, smuggling scripts written outside into the examination hall, writing on handkerchief/thigh, stretching of neck like the Giraffe to look at the work of a fellow candidate, hooligans gaining entry into the examination hall by force when examination is in progress, to remove question paper, leakage, relaxation of vigilance by invigilators, talking, dictation of answers to students amongst others. Examination insecurities in Nigeria according to Jekayinfa (2006) <sup>[16]</sup> are successfully promoted with the active connivance of students, parents, school authorities, government functionaries, invigilators and sometimes officials of such examination bodies as Joint Admissions and Matriculation Board, (JAMB); The West African Examinations Council, (WAEC); National Examinations Council, (NECO); National Business and Technical Examinations Board, (NABTEB); and National Teachers' Institute, (NTI). Consequently, examination fraud is perpetrated for different reasons and it affects the credibility of results in the sense that grades are assigned to candidates wrongly thereby misleading the teacher and other users of the school products in decision making. Examination insecurity has become a major factor that bedevilled Nigerian educational system. It is an illegal action in terms of acts of omission during construction, custodianship, administration, marking and releasing of examination results before, during and after an administered examination.

In recent times, syndicates have emerged across the country with innovative techniques for perpetrating examination fraud. They mobilize all the resources their clients need in their illegitimate bid to get better results. The resources include financial inducement for invigilators and security agents who are not willing to cooperate. Most times, the syndicates employ people often referred to as 'mercenaries' to impersonate a candidate who does not want to personally sit for the examination. Also, a teacher could be asked to answer the questions on the chalkboard for the candidates inside the examination halls to copy. These syndicates according to Olushola (2006) <sup>[27]</sup> have made it very easy for somebody to acquire a school certificate without necessarily entering the examination hall. This is the reason many students refuse to take SSCE in the schools they attended especially if it was a public school. Instead, they become external candidates in other schools where they pay

exorbitant fees in order to perpetrate examination malpractices. The fees charged students are often referred to as 'cooperation fee' in many schools. The usual explanation students give for changing their schools in their final classes is that students do not pass examinations there. This is why they have to enrol as external candidates where their success is guaranteed (Airahuobhor, 2007) <sup>[2]</sup>. This heinous act has affected the reliability of Nigerian results internationally hence the need to ascertain the ways for curbing the menace of examination insecurity and its implications for the management of public secondary schools in Kogi east education zone has become inevitable.

The implications of examination insecurity on the entirety of Nigeria cannot be farfetched. This is because, poor job performance among secondary school leavers has become a worrisome nightmare to education stakeholders (Nwangwu, 2007 and Okigbo, 2007) <sup>[23]</sup>. There remains a persistent poor performance of secondary school students in public schools and jobs in Nigeria (Duze, 2008). For example, the West African Examination Council (WAEC) Report (2008) indicates that the percentage failure rate for English Language in the past consecutive five years surpasses that of the percentage of credit level in Senior School Certificate Examination (SSCE) conducted by it between 2001 and 2005, with an equally poor but fluctuating trend recorded in Mathematics by the candidates was attributed to dependency of students on the practice of examination frauds during their external examination in public secondary schools. The unsatisfactory performance of students in SSCE for a long time according to Ajayi (2009) <sup>[3]</sup> and Okoro (2009) <sup>[26]</sup> led to public outcries and demands for more educational accountability in public schools in Nigeria and has also led to the high demand for private schools by parents and guardians for their children and wards despite high costs in private schools.

Evidence from studies and observations has shown some of the implications of examination insecurities. For instance, some of the products of today's public secondary schools in Nigeria according to Ajayi (2009) <sup>[3]</sup> and Okoro (2009) <sup>[26]</sup> can neither move into higher institutions nor enjoy useful lives in the society because of poor security of examination attributed to secondary school management. Some of the public secondary school products are not articulated and have become nuisance to the society with involvement in secret cults, armed robbery, assassination, kidnapping, drug abuse, assaults, burglaries, and pocket picking. Some others have become motor pack touts, political thugs, and reckless motorbike riders. Some of the products of secondary schools do not have respect for the dignity of labour but have become engulfed with the get rich quick syndrome at all costs and are tagged with the names of secondary schools that produced them. Omoregie (2006) <sup>[29]</sup> submitted that the public secondary schools are no longer effective in Nigeria arguing that the secondary schools are jungle of criminals where future thugs are brood. Furthermore, the National Universities Commission's (NUC) study (2004) <sup>[21]</sup>, found that Nigerian university graduates are failing to meet the needs of the labour market largely because of the poor intakes from the secondary school by Principals and other staff of the secondary schools. The principals of public secondary schools are no longer regarded as being patriotic. In the same vein, Omoregie (2006) <sup>[29]</sup> lamented that secondary education which is the pivot of the entire educational system anywhere in the world is fast losing

relevance in Nigeria as it has apparently failed in accomplishing most of its objectives as stipulated in the National Policy on Education (NPE) FRN, 2009) <sup>[13]</sup>. Nwangwu (2007) <sup>[23]</sup> noted also that Nigeria has fallen short of school expectations, with general concerns leading to the ongoing reform initiatives of the education industry in Nigeria.

Examination insecurity has a lot of implications for the management of secondary schools for instance, examination insecurity, no doubt, compromises the validity, reliability and integrity of any assessment or evaluation system. It makes it impossible to use the results of tests and examinations to determine the level of skills and competence of candidates from a particular school or country. For instance, certificates, diplomas and degrees obtained from educational institutions in this nation are being doubted both within and outside Nigeria. Products of certain Colleges of Education, Polytechnic and Universities in Nigeria suffer discrimination in admission and employment because of the perceived poor quality in the standard of education acquired by the graduates of such institutions.

It has been noted that as a result of examination frauds, the moral and enthusiasm of some serious minded individuals for hard work, serious learning, honest and objective assessment, and pride of one's academic capability have been dampened! Such morale has been sacrificed for mediocrity, negotiations, compromise, and settlement of cash and in kind, victimization, sexual harassment and threat. Other implications of examination insecurity according to Animasahun (2005) <sup>[5]</sup>; Omoegun (2003) <sup>[28]</sup>; Fadele (2007) <sup>[10]</sup>; Famoriyo (2007) <sup>[11]</sup> and Oyebamiji (2011) <sup>[31]</sup> include: Mass production of educated-illiterates, mass production of half-baked graduates who cannot defend their certificates, mass production of vagabonds and academic devils that could destroy the country any moment, mass production of deficient future leaders, low quality of labour force and consequent poor performance at the place of work; for instance, the scenario of poor power supply and incidence of collapsed buildings in Nigeria could be traced to incompetency which is a consequence of poor education. Furthermore, insecurity of examination leads to dented image of Nigerian graduates outside the country, thereby lowering the standard of our certificates, prevention of students from identifying and pursuing their true talents, cancellation of results – a colossal loss, damaged image of students, the institution and parents, guaranteed future failure, sustenance of cultism in higher institution, increase in crime rate, total erosion of faith in educational institutions as places where basic ethical values are communicated, breakdown of ethical standard which has given way to culture of fraud and corruption in the society.

Insecurity of examination serves as the spring board for Electoral malpractices. It allows mediocre to ascend the positions of power and authority with attendant negative consequences. Hence, building the nation on wrong cornerstone of people with fake claims of skills and knowledge will further compound the retrogressive trends in the nation's development because, examination malpractice has unfortunately led to the parade of vagabonds on the corridor of power. Therefore, the need to investigate strategies for curbing the menace of examination insecurity and its implications for the management of public secondary schools in Kogi east education zone has become inevitable.

Ways of curbing examination insecurity in Nigeria are those carefully devised plans of actions put in place or required to arrest new trends of examination malpractices and ensure malpractice free examinations in Nigeria. Dibu (2007) <sup>[8]</sup> noted that despite the efforts of Joint Admission and Matriculation Board to curb examination malpractices, candidates, examiners and agents unfortunately are still perpetrating the act. Dibu explained that the Board would continue to de-recognize examination towns and centres where massive cheating occurs. This measure, Dibu said, became necessary because of the Board's zero tolerance for examination fraud. The Examination Malpractice Act 33 of 1999 empowers examination bodies to withdraw or cancel results of candidates with cases of examination irregularities. Available reports from Examination Ethics Projects (EEP) indicated that as at 2007, public examination bodies in the country have cancelled a total of about 2,143,860 results due to examination malpractices. In March, 2007 the Federal Ministry of Education (FME) blacklisted some schools and individuals, including examiners, supervisors and invigilators, from participating in public examinations because of their involvement in examination malpractices (Newswatch Magazine, 2007) <sup>[2]</sup>.

Curbing examination insecurity refers to those new methods employed to identify and combat the new and remote tides of examination malpractices. As the menace of insecurity in an examination becomes more scientific, there is need to also change the approach of combating which is the basis for this study. Nwankwo (1997) in a research work entitled 'School predisposing factors in examination malpractice' submitted that factors that encourage insecurity vary. Most of them have to do with psychological and social dispositions of the students to obtain high grades and avoid failure. The researcher further stated that solving this problem is dependent on teachers and students. The researcher then opined that examination insecurity can be eradicated from secondary schools if teachers are given adequate remuneration. Encouraging good behaviours among students in order to instil confidence in them could also aid in controlling the menace. Nwankwo, narrowed his work to Anambra State alone and the various methods of malpractice highlighted in work have been over taken by new methods, thus the need for the current research in Kogi east education zone.

Uzoigwe (2007) <sup>[32]</sup> in a paper entitled "Corruption in Education and Assessment Systems: The WAEC experience in Nigeria," mentioned the trend of incidences of examination malpractices in WASSCE for School Candidates' and Private Candidates' Examinations in Nigeria, between 2000 and 2005. In the paper, Uzoigwe stated that for a very long time the West African Examinations Council was a lone voice in the fight against examination malpractice in Nigeria. Uzoigwe stated that the situation has however, shown tremendous improvement as government (States and Federal) and other stakeholders have not only expressed concern over the problem but have indeed taken laudable steps to further the fight against it. Uzoigwe enumerated the various efforts put in place by WAEC in curbing examination malpractices to include: (1) public enlightenment, (2) information to candidates (3) sensitization of government/stakeholders (4), sanctions, (5) embossment of certificates, (6) use of security bags for the collection of security materials, (7) mounting of anti-malpractice billboards, (8) in-house security measures, (9)

delivery of examination materials, (10) swapping of examination centre supervisors. Some of the measures adopted by the government, Uzoigwe outlined are: (i) Deployment of senior officials of the Ministry of Education (Federal and State levels) on inspection of examination centres. (ii) Monitoring of the enrolment of candidates for school examinations to prevent non-school candidates from registering for the examination. (iii) Sanctioning of erring schools, principals, supervisors and other examination officials. (11) Measures taken to curb Breaches of Examination Security: A major problem threatening the Board and other public examination bodies in the country is the problem of breaches of examination security. This manifests in various forms such as impersonation, swapping examination documents, spying/copying from prepared answers, use of unauthorized calculator or similar electronic devices, violent/unruly behaviour to examiners, lateness to examination hall without valid reasons, use of mobile phone, smuggling out of question papers/answer sheets, collusion, absconding with responses. The Board has put the following measures in place for curbing breaches of examination security. They are (1) introduction of web-based biometric data capture; (2) biometric verification of candidates; (3) provision of uniform writing materials to candidates; (4) customized question paper booklets; Innovations in Assessment: Jamb Experience (5) screening of candidates with metal detectors; (6) juggling/scrambling of question; (7) introduction of question paper types; (8) the use of examination watch groups (9) increase in the number of scanners for speedy processing of candidates scripts. (12)

**Improvement in Examination Administration:** The use of security bags to carry examination materials as against metal boxes therefore, carriage of examination materials has become very easy and less cumbersome. 2. the creation of more examination towns and custodian points for easy distribution and retrieval of examination materials 3. upward review of allowances of examination resource persons which are now paid promptly. Most significant is the new system of paying the entitlement of invigilators on the examination day 4. the board now retrieves examination materials right from the examination day in order to forestall any form of post-examination malpractice, and 5. the answer sheets have been modified to make them user-friendly.

Curbing examination insecurity as revealed by Zakka (2014) <sup>[34]</sup> include the use of biometric data capturing in all public examinations in Nigeria; writing of examination online to replace the manual methods being used now; prohibition of mobile phone in examination hall; installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices; installation of Short Message Service (SMS) tracking devices at all examination centres that can access network; discouragement of the use of ear piece in examination hall, regular payment of salaries and allowances to examination officials; maintenance of high integrity by examination officials at all times in order to serve as example to other stakeholders; provision of guidance and counselling units in schools to aid them in the choice of their career; enormous deployment of security personnel to all exams centres during the conduct of any public examination; and dismissal of any security agent that is caught aiding and abetting examination malpractice, schools in both rural and urban areas must meet all needed requirements before they are recognized as exams centres;

proper and promptly payment to Ministry of Education officials, recognition of only the schools that have required facilities; for establishing such schools before they are allowed to serve as exam centres, The sending of only credible staff to monitor public examinations by examination monitoring unit of the Ministry of Education; the sanction of schools and individuals involved in exam malpractice by Ministry of Education were all strategies for curbing examination insecurity in Nigeria.

In Nigeria, a lot of measures according to Kpangban *et al.* (2008) have been put in place by government, institutions, school authorities, civil societies and well meaning individuals to eradicate insecurity but the problem keeps spreading across Nigeria especially among secondary schools in Kogi east education zone with all forms of sophistication. There is therefore the need for in-depth investigation of the problem with the view to curbing it by the management in the conduct of public examinations in the area.

Management as a body is an essential aspect of educational system because they are the decider of the policy for the institution. Secondary education is regulated by Ministry of Education (MOE), and Teaching Service Commission (TSC) and Science Teachers' Education Board (STEB) are parastatals under MOE in Kogi state. Teaching Service Commission (TSC) Takes care of all the government established secondary schools and grant aided community and missionary secondary schools while STEB take care of all the science based secondary schools in Kogi state. Management of secondary education in Kogi state can be examined under TSC and STEB. Management of secondary education under TSC include chairman, permanent member 1, 2 and 3, Permanent secretary administration, Director of Administration and Finance (DAF), Director of Examinations, Director of Project Monitoring (DPM), Director of sport, Director of Planning, Research and Statistics. Management of Secondary school under STEB include Executive Director, part time chairman, permanent member 1, 2 and 3, permanent secretary administration, Director of Administration and Finance (DAF), Director of Examinations, Director of Project Monitoring (DPM), Director of sport, Director of Planning, Research and Statistics (Figure 1). Both TSC and STEB are answerable to Ministry of Education where Hon. Commissioner for Education is the head in Kogi state. Principals of all secondary schools perform management functions at micro level in Kogi state.

Other members though extended management include board members which include Zonal Directors, Principal Officers, senior teachers, Representatives of the community and Chairman, Parent Teachers' Association (PTA). They perform the following functions such as Planning, Organizing, Staffing, Leading, Controlling (Krishna, 2006)<sup>[19]</sup>. Krishna further explained them as: Planning is setting goals and deciding how best to achieve them. Planning is predetermining the future actions. Planning is deciding in advance on what to do, how to do it, when to do it and who is to do it. Organizing is establishing structure. It includes grouping tasks, producing authority – responsibility structures, creating channel of communication, and creating coordinating mechanism. Staffing is hiring and assigning people to carry out tasks. It is filling and keeping filled positions in the organization structure. It is human resource management. Leading is influencing, communicating and

motivating people to perform tasks for goal achievement. Controlling is maintaining, comparing and correcting organizational performance toward goal achievement (Krishna, 2006)<sup>[19]</sup>.

Secondary school is an educational institution according to Ejeh (2015)<sup>[9]</sup> meant for children over eleven years and above. In Nigeria, Britain, France, India, Canada and United State of America they exist to provide opportunity for education to enable students live a more perceptive and fulfilling life. The aim of secondary school education is to prepare students for useful living within the society and for higher institutions, to raise a generation of people who can think for themselves, respect the views and fillings of others, respect dignity of labour and live as good citizens. According to Federal Republic of Nigeria (FRN, 2004), secondary education is the education children receive after primary education and before the tertiary stage. It has six years duration, the junior secondary stage and senior secondary stage. Each is of three years duration. The secondary education level occupies an important and critical position in the set up of the educational system as a transitional stage between basic and tertiary education. Ideally the secondary schools are to cater for the needs of educating and training middle level technicians and skilled workers.

According to Nkwoh (2011)<sup>[20]</sup> who opined that secondary education occupies a strategic position in the national education system, that it bridges the gap between the primary and tertiary levels of education in Nigeria. He further stated that it absorbs the primary level and prepares them for the tertiary which is the manpower based of the nation. From the above view, the secondary school is an agent of socialization, an institution or a human industry established for refining human beings in terms of skills, behaviour and all round excellence. To achieve the objective of secondary schools, an efficient and effective administrator must head such an institution. Most secondary schools are either owned by public or private whose managers are generally regarded as the principal and in Nigeria he heads the institutions. As prominent as secondary school is in the preparation of individual to meet up the academic challenges ahead, it is still observed to be bequeathed with a lot of irregularities especially in the area of examination insecurity. It is on this basis that this paper is set to investigate the attribute of examination insecurity, its implications for the management of public secondary schools and the strategies to curb such insecurity in Kogi east education zone.

### Statement of the problem

Over the years, in Nigeria, a lot of measures have been put in place by government, institutions, school authorities, civil societies and well meaning individuals to eradicate examination insecurity but the problem keeps spreading across Nigeria especially among secondary schools in Kogi east education zone with all forms of sophistication as if there cannot be the lasting solution. There has been an observation that leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators, sorting, copying on sheet of papers, handkerchief, chairs/desks and the use of electronic gadgets like calculators, organizers radio, walkman and mobile phone in the examination halls were the attributes of examination insecurity among public

secondary schools without any tangible evidence to substantiate the claim in Kogi state. Much implications of examination insecurity have been speculated by the concerned individuals on the management of secondary schools for instance, it makes it impossible to use the results of tests and examinations to determine the level of skills and competence of candidates from a particular school or country - certificates, WAEC and NECO obtained from public secondary schools in this nation are being doubted both within and outside Nigeria. Products of certain public secondary schools in Nigeria suffer discrimination in admission and employment because of the perceived poor quality in the standard of education acquired by the graduates of such institutions. It has also been observed that insecurity of examination leads to dented image of Nigerian graduates outside the country, thereby lowering the standard of our certificates, prevention of students from identifying and pursuing their true talents, cancellation of results – a colossal loss, damaged image of students, the institution and parents, guaranteed future failure, sustenance of cultism in higher institution, increase in crime rate, total erosion of faith in educational institutions as places where basic ethical values are communicated, breakdown of ethical standard which has given way to culture of fraud and corruption in the society.

The use of Biometric data capturing in all public examinations, writing of examination online to replace the manual methods, Sensitization of Stakeholders prohibition of mobile phone in examination hall, installation of Short Message Service (SMS) tracking devices at all examination centres that can access network, embossment of certificates, use of security bags for the collection of security materials, mounting of anti-malpractice billboards, in-house security measures, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices and swapping of examination centre supervisors were all speculated to be the innovative strategies to curb examination insecurity in Nigeria especially Kogi east education zone. However, the problem of the study put in question form is, what are the attributes of examination insecurities, its implications for the management and the strategies to curb the menace among public secondary schools in Kogi east education zone of Kogi state?

### **Purpose of the Study**

The general purpose of the study is to investigate strategies in curbing examination insecurity and its implications in the management public secondary schools in Kogi east education zone of Kogi state. Specifically, the study seeks to:

1. Find out the attributes of examination insecurity among public secondary schools in Kogi east education zone.
2. What are the implications of examination insecurities on the management of public secondary schools in Kogi east education zone?
3. Find out the strategies in curbing the attributes of examination insecurity among public secondary schools in Kogi east education zone.

### **Research Questions**

1. What are the attributes of examination insecurity among public secondary schools in Kogi east education zone?
2. What are the implications of examination insecurities

on the management of public secondary schools in Kogi east education zone?

3. What are the innovative strategies in curbing the nature of examination insecurity among public secondary schools in Kogi east education zone?

### **Methods**

The design of the study was descriptive research design. Descriptive research design, according to Ali (2006), seeks to describe and interpret what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing in their natural settings and involving no manipulation of any variable. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. The descriptive research design is ideal for this study because the study involved collection of data from staff of examination management bodies such as Ministry of Education (MOE), West African Examination Council (WAEC), Teaching Service Commission (TSC), Science Teachers Education Board (STEB) and public secondary schools in the area. The study meets the requirement for descriptive design because the researcher is only interested in describing the nature of examination insecurity and innovative strategies for curbing the nature of examination insecurity among public secondary schools in Kogi east education zone. Kogi east education zone comprised nine local government areas: Ankpa, Olamaboro, Omala, Idah, Igalamela, Ofu, Dekina, Ibaji and Bassa respectively. The population of the study comprised of all the 208 secondary schools representing nine (9) local governments, MOE, WAEC, TSC and STEB in Kogi east education zone of Kogi State with 25,010 staff that serves as respondents. Reason for the choice of this population was based on the fact that these institutions are directly the management of examination where the menace of examination insecurity takes place. The sample for the study was 250 (10 %) staff made of academic and non academic randomly selected for the study. The choice of these staff was based on the fact that these staff are in the best position to supply the data needed for the attributes, implications of examination insecurity on the management of public secondary schools and ways of curbing the attributes of examination insecurity in Kogi east education zone.

The instrument used for the study is Examination Insecurity Assessment Barometer (EIAB). EIAB contains 20 items structured in four point options of Strongly Agree, Agree, Disagree and Strongly Disagree. The items were generated on the basis of nature of examination insecurity and innovative strategies for curbing the nature of examination insecurity among public secondary schools in Kogi east education zone. These items were administered on staff of examination management bodies such as Ministry of Education (MOE), West African Examination Council (WAEC), Teaching Service Commission (TSC), Science Teachers Education Board (STEB) and public secondary schools in the area. Examination Insecurity Assessment Barometer (EIAB) was subjected to validation by three experts in the field of education: two experts from measurement and evaluation and one from Educational Foundations Departments. These lecturers are all from Kogi State University Anyigba in order to establish face and content validity of the instrument. The re-adjustment of the

items was done by the experts to make them intelligent and constructive. To ensure the reliability of the instrument the EIAB was subjected to a study where the questionnaires were administered to 30 educational administration students from FCE Okene-Kogi state and Peace Land college of Education, Enugu state in areas that are not part of the study. The responses were estimated using cronbach alpha correlation coefficient method and it yielded 0.76 indicating that the instrument is 76% reliable for use. Analysis of research questions that guided the study was done by mean and standard deviation. The bench mark for acceptance and rejection of any item was put at 2.5. Below 2.5 was meant

for rejection while above 2.5 was meant for acceptance.

**Results and Discussion**

This section deals with data presentation, interpretation and discussion of findings. The data collected using the instrument developed for the study were presented and analyzed using mean and standard deviation to answer research questions.

**Research Question**

What is the nature of examination insecurity among public secondary schools in Kogi east education zone?

**Table 1:** The attributes of examination insecurity among public secondary schools in Kogi east education zone

S/N	Items	SA	A	D	SD	Mean	Std	Decision
1	leakage	52	40	20	8	3.13	0.92	Accept
2	swapping of scripts	12	28	32	48	2.53	1.02	Accept
3	smuggling of answer scripts into examination halls	12	44	32	72	2.60	0.95	Accept
4	Dubbing	28	36	24	32	2.50	1.021	Accept
5	verbal or physical assault on examination administrator	36	36	24	24	2.70	1.10	Accept

N<sub>1</sub> = 250 respondents

Data presented on Table 1 above shows the mean ratings and standard deviations of staff of Ministry of Education (MOE), public secondary schools, Teaching Service Commission (TSC), Science Teachers’ Education Board (STEB), West African Examination Council (WAEC) and National Examination Council (NECO) with regards to attribute of examination insecurity among public secondary schools in Kogi east education zone.

Items 1, 2, 3, 4, 5 were rated by examination management staff as 3.13±0.92, 2.53±1.02, 2.60±0.95, 2.50±1.02, and 2.70±1.10 respectively.

Based on the data analysis, it was revealed by examination management bodies that leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators were the attributes of examination insecurity among public secondary schools in Kogi east education zone. This finding is in line with Awanbor. (2006) [6] who presented a paper on the nature and form of examination malpractices and some measures towards its eradication.

Lead paper presented at the National Workshop on Examination Malpractices in Nigerian Educational System organized by the African University. The paper shows that leakage, swapping of scripts, sorting, allowing the use of mobile phones in examination hall by the students among others as the nature of examination insecurity and examination malpractice. Similarly, Banwo (2006) corroborated the above finding when revealed that smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators, sorting, copying on sheet of papers, handkerchief, chairs/desks amongst others are all nature of examination insecurity and examination malpractice in an educational institution.

**Research Question 2**

**Research Question 2:** What are the implications of examination insecurities on the management of public secondary schools in Kogi east education zone?

**Table 2:** Implications of examination insecurities on the management of public secondary schools in Kogi east education zone

S/N	Items	SA	A	D	SD	Mean	Std	Decision
6	Loss of principals’ respect	40	32	32	16	2.80	1.04	Accept
7	doubting the reliability of certificates from public secondary schools	52	24	28	16	2.93	1.09	Accept
8	Discrimination against the candidates from public schools in terms of admission and employment	36	44	28	12	2.87	0.96	Accept
9	mass production of vagabonds and academic devils that could destroy the country any moment	24	28	32	36	2.53	1.02	Accept
10	mass production of deficient future leaders	28	28	44	20	2.53	1.02	Accept

N<sub>2</sub> = 250 respondents

Data presented on Table 2 above shows the mean ratings and standard deviations of staff of Ministry of Education (MOE), public secondary schools, Teaching Service Commission (TSC), Science Teachers’ Education Board (STEB), West African Examination Council (WAEC) and National Examination Council (NECO) with regards to implications of examination insecurity on the management of public secondary schools in Kogi east education zone.

Items 6, 7, 8, 9, 10 were rated by examination management staff as 2.80±1.04, 2.93±1.09, 2.87±0.96, 2.53±1.02, 2.53 ± 1.02 respectively.

Based on the data analysis, it was revealed by examination management bodies that loss of principals’ respect, doubting of certificates from public secondary schools, discrimination against the candidates from public schools in terms of admission and employment, mass production of vagabonds and academic devils that could destroy the country any moment mass production of deficient future leaders were all accepted to be the implications of examination insecurity on the management of public secondary schools in Kogi east education zone. This finding is supported by Omoregie (2006) [29] when found out that the principals of public

secondary schools are no longer regarded as being patriotic largely due to laxity allows in the conduct of examination in their schools. This finding is also buttressed by Oyebamiji (2011) [31] which found out the implications of examination insecurity to include: Mass production of educated-illiterates, mass production of half-baked graduates who cannot defend their certificates, mass production of vagabonds and academic devils that could destroy the

country any moment, mass production of deficient future leaders, low quality of labour force and consequent poor performance at the place of work; for instance.

**Research Question 3**

What are the innovative strategies in curbing the nature of examination insecurity among public secondary schools in Kogi east education zone?

**Table 3:** Innovative strategies in curbing the nature of examination insecurity among public secondary schools in Kogi east education zone

S/N	Items	SA	A	D	SD	Mean	Std	Decision
11	Biometric data capturing in all public examinations	45	35	40	0	2.63	0.68	Accept
12	writing of examination online to replace the manual methods	67	33	31	19	2.99	0.81	Accept
13	prohibition of mobile phone in examination hall	25	15	75	35	2.53	1.22	Accept
14	installation of Short Message Service (SMS) tracking devices at all examination centers that can access network	54	36	33	27	2.78		Accept
15	installation of Closed Circuit Television (CCTV)	40	40	35	35	2.57	1.21	Accept

N<sub>3</sub> = 250 respondents

Data presented on Table 3 above shows the mean ratings and standard deviations of staff of Ministry of Education (MOE), public secondary schools, Teaching Service Commission (TSC), Science Teachers’ Education Board (STEB), West African Examination Council (WAEC) and National Examination Council (NECO) with regards to innovative strategies in curbing the nature of examination insecurity among public secondary schools in Kogi east education zone.

Items 11, 12, 13, 14, 15 were rated by examination management staff as 2.63 ± 0.68, 2.99±0.81, 2.53±1.22, 2.78±0.61, 2.57±1.21 respectively. 3.24±0.81, 2.74±1.12, 2.53±1.22, 2.94±1.09, 2.71 ± 1. 11 respectively.

Based on the data analysis, it was revealed by examination management bodies that Biometric data capturing in all public examinations, writing of examination online to replace the manual methods, Sensitization of Stakeholders prohibition of mobile phone in examination hall, installation of Short Message Service (SMS) tracking devices at all examination centres that can access network, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices and swapping of examination centre supervisors were innovative strategies to curb examination insecurity in Kogi east education zone of Kogi state. This finding is similar to Uzoigwe (2007) [32] in a paper entitled “Corruption in Education and Assessment Systems: The WAEC experience in Nigeria,” revealed that laudable steps such as Public enlightenment, information to candidates, sensitization of stakeholders, sanctions, embossment of certificates, use of security bags for the collection of security materials were ways to fight against the examination insecurity. The findings of Zakka (2014) [34] corroborated the study when revealed that mounting of anti-malpractice billboards, in-house security measures, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices were ways to curb examination insecurity in Nigeria with examination malpractice being the focus.

**Conclusion**

Based on the findings of the study, the researchers concluded that (1) leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators, sorting, copying on sheet of papers, handkerchief, chairs/desks and

the use of electronic gadgets like calculators, organizers radio, walkman and mobile phone in the examination halls were discovered to be the nature of examination insecurity among public secondary schools in Kogi east education zone. (2) Biometric data capturing in all public examinations, writing of examination online to replace the manual methods, Sensitization of Stakeholders, prohibition of mobile phone in examination hall, installation of Short Message Service (SMS) tracking devices at all examination centres that can access network, embossment of certificates, use of security bags for the collection of security materials, mounting of anti-malpractice billboards, in-house security measures, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices and swapping of examination centre supervisors were innovative strategies to curb examination insecurity in Kogi east education zone of Kogi state.

**Recommendations**

Based on the conclusion, the following recommendations were made:

1. Proliferation of data capturing in all the approved examination centres in Kogi east education zone.
2. Prohibition of the use of mobile phone in all examination halls in Kogi east education zone.
3. Installation of Short Message Tracking devices in all examination centres in Kogi east education zone.
4. Installation of Closed Circuit Television cameras in all examination centres in Kogi east education zone.
5. Mounting of anti-malpractice billboards in all examination centres in Kogi east education zone.

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