# INVESTIGATION OF EXAMINATION MALPRACTICE AND ITS IMPACT ON THE PRODUCTIVITY OF NURSING AND MIDWIFERY PROFESSION IN BENIN METROPOLIS

**BY**

**PRISCILLA ONONWINI AIKABELI**
**PGD/EDU/210042**

**DEPARTMENT OF EDUCATION**
**FACULTY OF ARTS AND EDUCATION**
**BENSON IDAHOSA UNIVERSITY**
**BENIN CITY, EDO STATE.**

**DECEMBER, 2022.**

# INVESTIGATION OF EXAMINATION MALPRACTICE AND ITS IMPACT ON THE PRODUCTIVITY OF NURSING AND MIDWIFERY PROFESSION IN BENIN METROPOLIS

**BY**

**PRISCILLA ONONWINI AIKABELI**
**PGD/EDU/210042**

**BEING A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATION, FACULTY OF ARTS AND EDUCATION AND SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF POSTGRADUATE DIPLOMA IN EDUCATION OF BENSON IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE, NIGERIA.**

**DECEMBER, 2022.**

## DECLARATION

I, Priscilla Ononwini Aikabeli, do hereby declare that this project is entirely my work and composition. The work embodied in this dissertation has not been submitted in candidature for any degree and is not concurrently being submitted for any other degree. All references made to works of other persons have been duly acknowledged.

_____ _____

**Priscilla Ononwini Aikabeli** **Date**
**PGD/EDU/210042**

## CERTIFICATION

We certify that this work is adequate in scope and content for the award of the Postgraduate Diploma in Education (PGDE) in the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City, Edo State, Nigeria.

_____ _____

**Prof. (Mrs.) Norah Omoregie** **Date**
**Project Supervisor**

_____ _____

**Prof. W. A. Oduh** **Date**
**Head of Department**

## DEDICATION

Dedicated to the Most High God for His unending love, my parents, late Sir and Lady A.B.C. Nasamu, who taught me the first alphabets in the English Lexicon and my brother, Rev. Fr. Charles Bishop Nasamu, for his inspiration in my life.

## ACKNOWLEDGEMENTS

Words cannot adequately express this researcher's gratitude to her supervisor, Prof. (Mrs.) Norah Omoregie for her immense contribution, patience and guidance towards the success of this project work.

The researcher appreciates all the wonderful lecturers of the Department of Education namely, Prof. W.A. Oduh, Prof. M.U. Agbonkpolo, Dr. (Mrs.) Margaret .I. Abikwi, Dr. (Mrs.) Joyce Chukujindu Okafor, Prof. (Mrs.) C.O. Duze, Dr. James Agboola, Dr. (Mrs.) Imafidon, Dr. C.D. Ezirim, and Dr. Charles Eruanga. She is grateful to all the non-teaching staff in the Department of Education and Faculty of Arts and Education for their support. God bless you all.

To a loving husband and friend, Mr. Dominic Aikabeli, lovely and caring children, Agbomhire and Emike, most sincere thanks, appreciation and love for your support and encouragement. God bless you richly.

## TABLE OF CONTENTS


| | Page |
|---|---|
| COVER PAGE | i |
| TITLE PAGE | ii |
| DECLARATION | iii |
| CERTIFICATION | iv |
| DEDICATION | v |
| ACKNOWLEDGEMENTS | vi |
| ABSTRACT | ix |
| **CHAPTER ONE: INTRODUCTION** | |
| Background to the Study | 1 |
| Statement of the Problem | 4 |
| Purpose of the Study | 5 |
| Research Questions | 5 |
| Hypotheses | 6 |
| Significance of the Study | 6 |
| Scope of the Study | 8 |
| Operational Definition of Terms | 10 |
| **CHAPTER TWO: LITERATURE REVIEW** | |
| Conceptual Framework | 11 |
| Theoretical Framework | 25 |
| Empirical Studies | 31 |
| Summary of Literature Review | 40 |
| **CHAPTER THREE: METHODOLOGY** | |
| Research Design | 41 |
| Population of the Study | 41 |
| Sample and Sampling Technique | 42 |
| Research Instrument | 42 |
| Validity of the Instrument | 43 |

Reliability of the Instrument 43
Method of Data Collection 43
Method of Data Analysis 43

**CHAPTER FOUR: ANALYSIS OF DATA AND PRESENTATION OF RESULTS**
Analysis of Data 44
Summary of Findings 54
Discussion of Findings 54

**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**
Summary 57
Educational Implications 59
Conclusions 59
Recommendations 60
Suggestion for Further Studies 61

**REFERENCES 62**
**APPENDICES:**
**A - Introductory Letter 65**
**B - Questionnaire 66**
**C – Evidence of Reliability Test Calculated 69**

## ABSTRACT

This study was undertaken to investigate examination malpractice and its impact on the productivity of nursing and midwifery profession in Benin metropolis. In order to achieve this objective, five research questions and four hypotheses were raised and tested. The design for the study was a descriptive survey. The population of the study comprised three hundred and four (304) final year students in 3 training schools preparing for the Nursing and Midwifery Council qualifying examination and all senior nurses from University of Benin Teaching Hospital and St. Philomena Hospital all in Benin metropolis. Due to the small size of the entire population, all the final year students in the 3 training schools preparing for the Council qualifying examination and all the senior nurses in the two hospitals all in Benin Metropolis was the sample size totalling 304. The research instrument used was a structured questionnaire. The research questions were analysed using descriptive mean and standard deviation while the hypotheses were tested using Pearson Product Moment Correlation statistics. The data analysed and juxtaposed showed that examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis, gender has a significant influence on examination malpractice in Benin Metropolis, quality of teaching has a significant influence on examination malpractice in Benin Metropolis and examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis. The following recommendations were made. The implementation of extant laws on examination malpractice by the government by enforcing the 21 year jail term stipulated by decree 29 of 1984. Establishment of a functioning counselling unit with adequate provision of guidance and counselling services in all schools of nursing and midwifery to minimize the incidence of examination malpractice, enhance performance and improve the overall health of the students. Integration of examination malpractice in the school curriculum as one of the compulsory courses by stakeholders should be considered in all the institutions of nursing and midwifery to create continuous awareness in students. Provision of conducive environment for teaching and learning with adequate facilities and competent lecturers in each school is recommended as this will go a long way in curbing the menace. The Nursing and Midwifery Council of Nigeria, the regulatory body for nurses and midwives could consider adopting this model in Nursing and Midwifery Institutions in Nigeria.

# CHAPTER ONE

# INTRODUCTION

## Background to the Study

Education is an important means of preparing youth for their future roles in the society in line with their likes and abilities. In addition to teaching, training, and adequate guidance in acquiring relevant skills and knowledge, learners are also taught to adapt to acceptable societal life through education. Education helps the individual to break barriers, create wealth and attain greatness to become a useful member of the society. Educational measurement has a long history which has always played a vital role in the life of man (Nasamu, 2015). The present system and the idea of educational measurement is a development of the twentieth century. This new idea probably evolved out of the practical needs in the classroom.

In Nigeria, the classroom examination has become the most popular educational evaluation method both inside and outside the classroom for formative and summative purposes in educational institutions. It is also needed for streaming students within the school system and for measuring predictions. Similarly, the outside world needs it for selection and placement of personnel as a result of the increasing complexities in society and the diversity of roles.

However, 1800 marked the beginning of examination in the country with the introduction of classroom education by the British colonial masters. Consequently, schools that maintained a required level of efficiency had provision for examinations in the Constitution of 1987. Akpoyovwere (2021) highlighted that examination is a

yardstick for measuring and appraising students' or candidates' competence and progress in the education sector. Examination is the method of evaluating the extent of skill acquired intellectual competence and understanding of a learner after a given period of learning. Examination forms the feedback of previous learning which helps a teacher prepare adequately for future teaching.

The whole process of education is dependent on examination result as the assessment to determine the promotion of a learner to a higher class. Examination does not just show the academic progression of a learner; it also highlights their academic potentials and drawbacks. Additionally, it provides teachers the possibility of exploring modern teaching techniques. However, if the conduct of an examination is not well managed, the desired result will not be achieved. Therefore, the result of such an evaluation will lead to wrong decision and judgement. Although the outcome of an examination may not be the correct representation of a learner's knowledge, however, examination remains the best tool for objective measurement and evaluation. Examinations have regrettably been troubled by different fraudulent acts at all levels called examination malpractice. This indeed, is a challenge that needs urgent attention.

Evidence from studies (Okeke, 2015; Ijabadeniyi, 2017 and Ojebo, 2022), shows that examination malpractice exists in various nursing institutions in Nigeria. In 2014, examination malpractice was not known in Nursing and Midwifery professional examinations as established at the Examiners' Workshop held in Asaba with the theme "Professional Examinations for Nurses and Midwives In Nigeria: Prospects and Challenges in a Technological Era." Today, seven years after, examination malpractice is like a disease threatening the integrity of our noble profession (Nursing

and Midwifery Council of Nigeria, NMCN, 2021). The incidence of examination malpractice in nursing examinations which include written, oral (viva) and practical is alarming and a cause of concern. This has eroded the earlier notion that it was not present.

The current advancement in technology has given examination malpractice more complex dimensions, cutting across all examinations (internal or external) in our institutions. Examination malpractice borders on the negative impact on the moral and ethical principles of clinical practice as any student nurse involved lacks moral and ethical discipline needed for conscientious patient care. As examination malpractice has become an increasingly common phenomenon in nursing education, this study is designed to investigate examination malpractice in nursing education, determine if there is gender influence among students of nursing schools and explore its impact on the productivity of Nursing and Midwifery profession in Benin metropolis and proffer a solution to the menace.

After a careful analysis of empirical information at the disposal of this researcher, it was decided that firstly, the problem of examination malpractice is multifactorial. On the other hand, the people directly implicated in the despicable behaviours are the same people who could help to eradicate it. Additionally, as a trained nurse, this researcher's experience and observation in training schools in Nigeria showed that they include parents, lecturers, heads of departments, Deans of faculties, institutions management, those directly or indirectly connected with examination or people who conduct examination. By deciding to cheat in an examination, the student may be left vulnerable to various forms of penalties including expulsion when caught. However,

the search did not identify any literature on examination malpractice in nursing schools in Benin Metropolis.

**Statement of the Problem**

The incidence of examination malpractice is evident in many states of the country. This researcher's observation as a lecturer and examiner revealed that the menace is more common than imagined, with various cheating methods. Some of the literature (Isibor, Dania & Osagie, 2020) also revealed that males are more inclined in examination malpractice than females. There are a number of literature analysing outcome measures, including cancellation of results of final qualifying examinations by Nursing Council due to examination malpractice (Eziechina, Ugboaja & Esiagu, 2017; Muhammed & Hamza, 2020) with disparate methods. The above discussion shows that examination malpractice in nursing is a difficult situation of serious concern to both the Nursing Council and Nursing educational institutions at all levels. This is the rationale for the study. From the findings above, this researcher is prompted to question the effect of examination malpractice on the credibility of certificates issued from nursing institutions in Nigeria and the calibre of trained nurses and midwives produced to care for the health of the masses.

Therefore, there is the need for a research study to consolidate current knowledge, update the evidence-base and inform decision-making on improving the conduct of examinations, preventing and minimising examination malpractice which is vital. This study is intended to add to the body of knowledge of what is already known, influence policy decision-making and enhance proper education on evidence-based examination conduct.

## Purpose of the Study

The purpose of this study is to explore examination malpractice and its impact on the productivity of nursing and midwifery profession in Benin Metropolis. The specific purposes are to determine:

1. the extent of students' involvement in examination malpractice in nursing and midwifery education in Benin Metropolis;
2. the extent of examination malpractice in nursing and midwifery education based on gender;
3. the causes of examination malpractice in nursing and midwifery education in Benin Metropolis;
4. the current state of teaching effectiveness in nursing and midwifery education on examination malpractice in Benin Metropolis; and
5. how examination malpractice negatively impact the productivity of nursing and midwifery profession in Benin Metropolis.

## Research Questions

The following research questions were raised.

1. What is the current state of students' involvement in examination malpractice in nursing and midwifery education in Benin Metropolis?
2. What is the extent of examination malpractice in nursing and midwifery education based on gender in Benin Metropolis?
3. What are the causes of examination malpractice in nursing and midwifery education in Benin Metropolis?

4. What is the current state of teaching effectiveness in nursing and midwifery education on examination malpractice in Benin Metropolis?
5. What is the impact of examination malpractice on the productivity of nursing and midwifery profession in Benin Metropolis?

**Hypotheses**

1. Examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis.
2. Gender has no significant influence on examination malpractice in Benin Metropolis.
3. Quality of teaching has no significant influence on examination malpractice in Benin Metropolis.
4. Examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis.

**Significance of the Study**

As the problem of examination malpractice is weighing down on the Nigerian society as an incubus, it has become pertinent to question the worth of Nigerian certificates in Nursing and Midwifery profession. Many Nigerians have tried to speak out on the matter, realising that the tragedy of examination malpractice is second only to armed robbery and kidnapping as evident in media reports. The Federal Government promulgated a decree against examination malpractice in 1984 (reversed in 1999), yet it seems to be on the increase as evident in reports on news media.

Laudably, the growing concern to obliterate this sad page from the Nigerian educational system is increasing daily.

However, this concern will not be enough to eradicate the said menace if the situation is not properly investigated, analysed and the ultimate causes defined. Only then can any practicable solution be recommended and effected. It is the opinion of this researcher that the findings of this study will reveal what students and graduate nurses and midwives perceive as the causes of examination malpractice and its impact on nursing and midwifery professional practice. The knowledge of this will go a long way in understanding the solution to the problem.

Student nurses and midwives will benefit greatly from the findings of this study as it will help them develop more confidence in themselves and avoid unwholesome practices. In addition, it will help them to avoid unnecessary punishment and possible expulsion arising from examination malpractice when caught. It will also re-awaken the moral consciousness of the students of this country, correct societal impression and improve the integrity of the nursing profession.

It is hoped ultimately, that the results of this study will not only enhance better enforcement of the regulations of the Nursing and Midwifery Council of Nigeria (NMCN) for better examination outcomes but will also improve the credibility of certificates issued to graduates of the various Nursing and Midwifery institutions by the Council.

School administrators and the authorities of the different schools will benefit from the findings of this study as it is intended for publication in a peer-reviewed journal to

help stakeholders and the society tackle the problems of examination malpractice and improve the productivity of the nursing and midwifery profession in the healthcare settings in Benin metropolis in particular and Nigerian hospitals in general.

The findings of this study will assist teachers of the different schools in formulating recommendations for teachers in training and producing high quality nurses and midwives who will render effective health care services and highlight areas for further research on the topic.

With best practices and a more confident, efficient and effective nursing and midwifery workforce, the society will hope for a better care experience for greater patient outcomes. In addition, pregnant mothers will be assured of better pre, intra and postnatal care in reducing maternal and child morbidity and mortality rates.

**Scope of the Study**

The population of this study comprised of the students in nursing and midwifery schools in Benin Metropolis, who were studying in their final year programmes preparing for the Nursing Council final qualifying examinations. The subjects are final year students in the three selected Nursing and Midwifery schools (College of Nursing, UBTH, Colleges of Midwifery, UBTH and St. Philomena) preparing for the Nursing and Midwifery Council of Nigeria qualifying examinations and qualified nurses working in UBTH and St. Philomena hospitals also in Benin metropolis. Department of Nursing, University of Benin was excluded as the students were not present in school due to the industrial action embarked upon by the Academic Staff Union of Universities (ASUU).

Benin City, the capital of Edo state has been chosen for this research study for the multi-ethnic composition of the people of the state as it is often described as a mini Nigeria. Edo state also has a long tradition of western education. The first Anglican primary school was opened at Eme-Ora in 1906 and Edo College is one of the oldest secondary schools in Nigeria. Additionally, schools of Nursing and Midwifery, University of Benin Teaching Hospital (UBTH) and St. Philomena Catholic hospital are among the oldest training schools in Nigeria. Benin City is a fast growing urban setting, a proto-type of many cities in the country. All these put together have made the choice of Benin City very adequate.

**Operational Definition of Terms**

**Malpractice:** It is failure of a professional to render proper services through reprehensive ignorance, negligence or through criminal intent. This can also be called improper conduct.

**Examination Malpractice:** Is any action contravening the laws guiding an examination body to a level that undermines the test, making it invalid and unreliable and eventually reducing the value of the certificate issued. It is an act that grossly violates the laws on the conduct of examinations. These are all the unlawful means by which students pass examination and other actions of people concerned in a test or examination which renders the result obtained from such assessment invalid.

**Students:** Students currently in final year nursing and midwifery programmes preparing for the Nursing and Midwifery Council final qualifying examinations in Benin metropolis.

**Implications:** The perceived effects of examination malpractice on the quality and performance of graduates of schools of nursing and midwifery.

**Impact:** A marked effect or influence on someone or something. The effect of examination malpractice on productivity and job performance of nursing and midwifery professionals in Benin Metropolis.

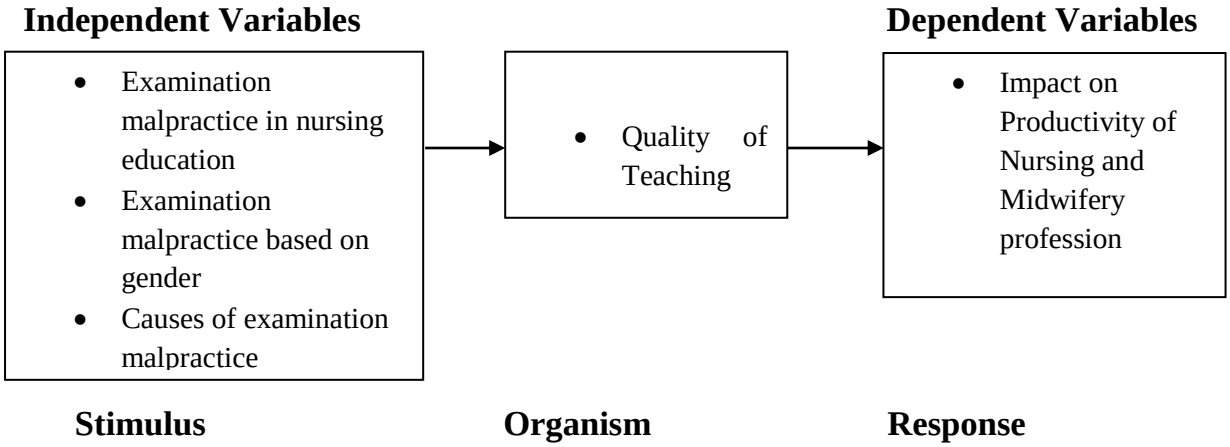
# CHAPTER TWO

# LITERATURE REVIEW

It has become a matter of general concern to see that examinations are free of abuses. Many people have tried to express their views on the matter. Some of these people have concerned themselves with such areas as the role of examination in our schools and the educational system of Nigeria, the abuse of examinations and the reasons that motivate examination malpractices. The opinion held by many of these educationists and authors in available literature, both foreign and local on the challenge of examination malpractices and the impact on the productivity of nursing and midwifery profession in Benin metropolis are treated and presented in this chapter of literature review. The review was on conceptual framework, theoretical framework, review of empirical studies and summary of literature review.

## Conceptual Framework

The theory is presented in the stimulus – organism – response (SOR) model.




**Source:** The S-O-R Model by Zhai, Wang & Ghani (2019).

**Concept of Examination Malpractice**

In the words of Nasamu (2015), "To answer the question, what is 'educational measurement?' is to ask ourselves what are the aims and objectives of sending our children to school and our youths to universities." Examinations are basic to the very essence of education and are an integral part of the educational process. Section 9 of the National Policy on Education 6th edition of 2014 outlines assessment shall encompass the broad areas of Assessment for Learning and Assessment of Learning. The goals of assessment shall be to accurately measure the abilities of students, enhance the global competitiveness of the products of the Nigerian educational system, improve the credibility of examinations conducted in Nigeria and improve learning (FGN, 2014).Examination is an organized method of this assessment with a set of questions or tasks to ascertain the knowledge and skills acquired by the learner to actualise these goals of education.

The prefix mal is derived from a Latin abbreviation meaning bad. Therefore, examination malpractice means bad practice in an examination to earn an unmerited grade, which contravenes the rules and regulations governing the conduct of the examination in question. Every examination has rules and regulations governing its conduct as a test to show the knowledge and ability of a student. However, examination malpractice is a misconduct or improper practice in any examination with a view to obtaining good results through fraudulent means by those involved. This action renders the result obtained from the examination invalid. Examination malpractice in nursing education is any illegal act before, during or after examination that gives a candidate an undue advantage to earn an unmerited grade in nursing

education with unprecedented abuse of rules and regulations of internal and external examinations. This can occur from the setting of such examination questions, through the taking of the examination, marking, grading and release of results to issuance of certificate.

As stated above, it is clear that examination malpractice is an act involving the entire examination process (before, during and after) and those directly and indirectly involved in the conduct of the examination or their agents. In line with this, examination malpractice can be said to have occurred when rules and regulations governing the conduct of an examination are not adhered to by the candidate and any other person involved in the conduct of the examination from setting the question to the release of result.

**History of Examination Malpractice in Nigeria and Globally**

As highlighted in the work of Akpoyovwere (2021), examination malpractice was first recorded in Nigeria in 1914 when it was reported that the question papers of the Senior Cambridge Local examinations were seen by candidates before the scheduled date of the examination. From then on, examinations and candidates never remained the same. This scenario took a different turn in 1963 when examination malpractice was recorded in the West African Examinations Council (WAEC). Other cases that followed in 1969, 1977, 1978 led to the Alexander Commission of Inquiry in 1969, the Sogbetum tribunal of inquiry in 1977 and other internal panels by the WAEC. The year 1970 marked a turning point in the incidence of examination malpractice when the questions of WAEC in Nigeria were exposed on a massive scale. It was the year

that witnessed the total cancellation of the papers taken in that examination. The entire candidates affected were compelled to rewrite the examination in 1971.

These attracted the attention of the Federal Military Government which led to the promulgation of Decree 20 of 1984 with 21 years jail term for offenders. Part of the provision of the decree read thus, "Any person fraudulently with intent to cheat or any person in abuse of his office produces, sells or buys or otherwise any question paper intended for the examination of persons at any of the offences specified in section 3 (27) (c) of this Decree shall be guilty of an offence and on conviction, be sentenced to 21 years imprisonment" (Ijabadeniyi, 2017). The Examination Malpractice Act 33 of 1999 reversed the above Decree and stipulated punishment ranging from a fine of N25, 000.00 to N100, 000.00 or an imprisonment for a term of 3 – 4 years with or without option of fine. This new development was due to the inability of appropriate authorities to enforce the Decree 20 of 1984.

However, despite the provision of this law, examination malpractice has been on the increase due to non-implementation of the law. In the WAEC examinations conducted in 1991, 30,982 students were involved in examination malpractice while 35, 479 were reported in 1992 which led to cancellation of results. It is quite disheartening that leakage of examination questions was recorded in some secondary schools that were labelled "notorious schools". Before the 1980s, reported cases of examination malpractices in higher institutions of learning were strictly handled in high confidentiality to protect the name and image of the university involved and the culprits were punished or even expelled. Today, more than fifty years later, the situation has changed as there is more laxity in the university system. That epidemic

has spread in leaps and bounds and has become a national pandemic at every level of the education system in the country.

In 1970, the main challenge for school authorities was the leakage of question papers, impersonation and students copying from one another in the examination or bringing materials into the examination hall in order to copy from them. Now, about fifty years later, there are more than fifty things to worry about during examination as malpractice, now sophisticated and institutionalized, has attained a frightening proportion. It is also sad to note that examination bodies, government functionaries, parents and students are all involved in the evil of examination malpractice. Nigerian education is in confusion as a result of inconsistencies, non-implementation of educational policies and corrupt practices perpetrated by stake holders in education guilty by design, default or both. From the elementary to the tertiary level, examination malpractice is perpetrated in one form or the other (World Bank, (2019).

Examination malpractice is neither a new phenomenon nor is it peculiar to Nigeria. In ancient China, candidates had to be put in cubicles to forestall examination malpractice. In 1921, Stanford University also introduced an examination code of conduct to be read by candidates before every examination to stem malpractices. Esezobor, former registrar of WAEC, commenting on the global dimension of examination malpractice, cited the April 30, 2005 issue of Sunday Times of London revealing that Parliamentary studies showed that the United Kingdom (UK) and United states of America (USA) are the biggest cheats in the world. Also, in the University of Cambridge Local Examinations Syndicate (UCLES), a policeman detected a signal in his walkie-talkie which he traced to a man sitting in a vehicle.

When apprehended, it was discovered that the man was receiving questions and sending answers to his son, a candidate in the examination hall with Plaster of Paris (POP) around his left arm in which a transmitter was embedded (Akpoyovwere, 2021).

Furthermore, at Takoradi Ghana, a total of 200 students of the Sefrui-Wiawsw Health assistant Training school in the western region who wrote final examination on November 15, 2010 were referred by the Nursing and Midwifery Council (NMC) on grounds of examination malpractice after a full scale investigation to unravel the circumstances under which the school scored 100% in the licensing examination.

In India, the Medical Education Minister detected large scale irregularities in nursing examinations in the year 2000 when the district administration found that students of some colleges were writing nursing examinations in their hostels at night. A student was banned from taking the examination by vigilant officials of Akka Mahadevi college of Nursing when they discovered he was involved in the irregularities. The officials also wrote to the Nursing Examinations Board to ban Fatima of Kiran Kumari School of Nursing, Bidar district, India from writing examination when they discovered that Rhoopa Hosamoni was writing in place of Fatima. As a result, Kiran Kumari School of Nursing Staff Correspondent of Tuesday, 10th November, 2010 reported that Rhoopa was taken into Police custody (Muhammed & Hamza, 2020).

In another occasion as highlighted by Muhammed & Hamza (2020), the Minister and other officials of the Medical Education Department in India organized a surprise visit to Bangalore and discovered students of nursing schools in Bidar indulging in

malpractice with the aid of invigilators across six examination centres in the city. They observed invigilators distributing answers along with question papers to the students while the examination was going on. During the raid, some students continued to copy the answers, some inserted the answer sheets into their socks while others threw the paper containing the answers out of the window.

A total of 2,400 final year nursing diploma students were writing Paediatric Nursing examination when the Minister paid the surprise visit. The Staff Correspondent of Tuesday, 10th November, 2010 also reported that the Minister ordered the papers be seized and the government declared the examinations held in these centres null and void. From the foregoing, it is clear that examination malpractice continues to grow in other countries at all levels, reducing the standard of education and certification.

**Examination Malpractice in Nursing Education**

The history of examination malpractice in nursing education is not different from other areas of the educational sector. From the experience of this researcher, examination malpractice in nursing schools was almost non-existent but in its barest minimum before the late 1980s as the nursing profession was seen as life-saving and the practitioners were expected to be masters of the knowledge and skills needed to protect and preserve the lives of people. The type of examination malpractice witnessed during this period included girraffing, discussing in examination hall and candidates copying from one another. However, this is no longer the case as this researcher witnessed examination malpractice among nursing students during their Physiology and Epidemiology examinations as a lecturer supervising the examination.

The era of information technology has graduated to other forms of examination malpractice involving electronic devices. Anecdotal report (no research evidence) revealed that examination malpractice in nursing education originated from school authorities and teachers wanting their students to pass well in Nursing Council examination as Principals lobbied examiners and markers to favour their schools. Although these are not documented, however, they are open secrets.

**Examination Malpractice based on Gender**

Isibor, Dania & Osagie (2020) highlighted that there is significant relationship between gender and examination malpractice. The study indicated that malpractice intention is higher among male students and lower among female students. They base their claim on the findings of their study which revealed the fact that male students take more risk than female students as indicated by the mean index of the study. However, the findings of another study by Ali (2021)revealed that there is no significant difference on perception of undergraduates on the factors responsible for examination malpractices on the basis of gender. Therefore, due to these disparate reports, this researcher is prompted to explore more on the influence of gender on examination malpractice.

**Causes of Examination Malpractice**

The causes of examination malpractice have been linked to a number of factors that account for its existence, the major part being laziness and inadequate preparation for examination by the students (Ladan, 2019). Most students have little time for their studies as they spend time attending parties, forming gangs and engaging in untoward

behaviour. In some schools, teachers are few and specialized ones even fewer. Therefore, students are not adequately prepared for examination and are likely to cheat. This makes the saying true that, “he who fails to prepare, prepares to fail”. Since many who fail to prepare do not want to fail their examinations, malpractice becomes the only way out.

- Societal Factors: A nation cannot rise above its quality of family, moral and societal values. A society where mediocre are celebrated at the detriment of honest and sound morals is on the path of dangerous zone.

- Personal Factors: Some people are prone to cheating no matter the circumstance (genetic) and are products of cheats.

- Emphasis on certificates: Success in examination has profound immediate and long term impact on candidates. Possession of good certificate is a passport for a brighter tomorrow. Therefore, candidates do whatever it takes to obtain it.

- Inadequate School Facilities and Teachers: Shortage of textbooks, working equipment, crowded examination classrooms, unqualified teachers, teachers’ absence from duty, strike and frequent closure (not applicable to private schools) of schools.

- Lack of confidence on the part of the students resulting from poor attitude to school, poor study habit, unpreparedness for the examination, lack of interest and peer group influence.

- High expectation: When expectations are too high, candidates have no option than to employ unfair means to attain them to win societal honour that goes with success.

- Low Salary Level: Salary levels of teachers, examination officials are very low. In such instance, bribes from parents and students may be too tempting to ignore.

- High Enrollment Fees: Students try to ensure that their high enrollment fees are not wasted and avoid re-registration.

- Poor supervision during examination aided by invigilators.

- Unconducive Environment: Great educational psychologists asserted that "learning can only take place when the learner is ready under a conducive atmosphere. A conducive atmosphere can only exist when all necessary learning facilities are put in place". Candidates cheat when examinations are written in crowded halls with no proper seating arrangements.

**Quality of Teaching**

A teacher is a person who has acquired the training in education and uses it to transmit knowledge, skills and desirable behaviour to the learner (Omoregie, 2021). National Policy on Education 6$^{th}$ edition (NPE, 2014) section 5 states that teachers can also be referred to as all the persons in schools who are trained in the methodology for the instruction of students in the curriculum. Therefore, teacher education is very important in producing high quality motivated, conscientious and efficient classroom

teachers trained and sent to schools to teach learners at all levels of the educational system. The action or inaction of the teacher can encourage examination malpractice.

Some students are left with no option than to cheat when there is lack of proper teaching before examination, ineffective and inaccurate teaching on the part of the teachers which have also been adduced as reasons for examination malpractice as many students cannot study on their own. Akpoyovwere (2021) noted that the problem is not what to teach, but how to teach. If the how is lost, then the what and when have little significance. This implies that even when teachers are in attendance, some of them use unsuitable teaching methods that do not impact knowledge to students and do not complete the required syllabus. This is usually caused by lack of dedication to the noble profession.

Furthermore, poor invigilation and supervision of examinations, permissive attitude and low teacher vigilance tend to increase cheating as teachers' attitude and actions influence student cheating behaviour. Students take advantage of humble teachers and cheat during examination knowing fully well that the teacher is not going to punish them. Some teachers aid and abet examination malpractice by giving special lectures on the topics to some students without the knowledge of others. Akpoyovwere (2021) noted that some teachers may be helping or allowing students to cheat in order to convince people that they have done their teaching effectively. Examination content and structure as ordered by the teacher is also important as students are likely to cheat on tests perceived as unfair or confusing. Some do not plan their lessons accordingly, only to cheat the students instead of teaching them.

Similarly, University lecturers are of the opinion that inadequate teaching and learning facilities and poor conditions of services are responsible for examination malpractice (Alli, 2021).Equally, observation shows that most institutions in Nigeria are making use of substandard and overcrowded libraries, classrooms and seats are not sufficient for the teeming population of students. Alli (2021) highlighted that the conditions under which students study and write examination is conducive for malpractice, creating room for even a saint to cheat, identifying poor and inadequate school facilities as one of the causes of examination malpractice.

He went further to state that recreational facilities get students physically and psychologically set for studies and where these facilities are lacking and hostels are unhealthy, students are hardly fully prepared for examinations. Personal observation of this researcher showed that when disciplinary committees investigate cases of examination malpractice or academic misconduct and recommend appropriate sanctions based on the investigations, the recommendations genuinely or conveniently get stuck in administrative bottlenecks and for several months, nothing happens while the examination malpractices continue.

Bribery in our educational system has given birth to the monster called malpractice that is currently destroying the value of education and the certificates issued, making it difficult to produce the best brains in our society who would stand tall among equals and make good contributions to the advancement of humanity. Akpoyovwere (2021) pointed out cheating in examination is motivated by carelessness on the part of the teachers and examiners in safeguarding the examination papers before they are administered.

**Impact on Productivity of Nursing and Midwifery Practice**

The United Nations Educational Scientific and Cultural Organisation (UNESCO) enjoins all nations to improve the quality of education and ensure excellence at all levels to ensure achievement of recognised and measurable learning outcomes by all especially in literacy, numeracy and relevant life skills. The aim of education is not only to make the individual literate, it also inculcates rational thinking, knowledge ability, self-sufficiency and self-reliance (Okeke, 2015). Section 5 of the National Policy on Education 6th Edition 2014 stipulates that the goals of Tertiary Education shall be to contribute to national development through high level manpower training, provide high quality career and lifelong learning that prepares students with the knowledge and skills for self-reliance and the world of work, reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market. It further states that Tertiary Education institutions shall pursue these goals by generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students succeed in a knowledge-based economy.

Examination malpractice has affected the quality of education and negates these goals of Tertiary education in Nigeria. This means that those who engage in cheating at lower levels are likely to continue at higher levels of education. At the entry point of the educational system, the students are expected to be of high quality at the expected standard of level or class in which they are to be enrolled. Unfortunately, students of poor ability have been admitted or promoted to higher classes in our educational institutions. Nursing is an indispensable societal service performed by

individuals who are qualified in the field and licensed by appropriate government agency to render such services to the populace (Okeke, 2015). Nursing education is designed to develop technical skills for nursing practice and help the individual reach his full intellectual and social potential in providing quality nursing care to clients with varying disease conditions.

The World Health Organisation (WHO, 2022) states that quality of care is the degree to which health services for individuals and populations increase the likelihood of desired health outcomes based on evidence-based professional knowledge, critical for achieving universal health coverage. As countries commit to achieving Health for All, it is imperative to carefully consider the quality of care and health services. This implies that nursing education prepares the individual for assumption of various nursing roles and activities in clinical practice in achieving the desired health outcomes. Examination malpractice is described as the demon with a thousand faces which affects all aspects of the profession and its practice. Nursing knowledge and roles are very essential in improving the profession. Therefore, poor knowledge of nursing skills and roles is a disaster to the profession. Another implication is poor quality patient care**.** A nurse who made it through examination malpractice cannot render standardized care as the expanded role of the nurse cannot be articulated to function effectively in the clinical setting.

In addition, carelessness among nurses who made it through examination malpractice can lead to life threatening complications in the lives of patients as they perform procedures without adequate training. This set of nurses are those who never attended classes regularly, did not participate in group assignments but graduated with

first class or second class upper division with honours and call themselves academic nurses. Examination malpractice in nursing education endangers the achievement of set objectives of nursing profession and practice as graduate nurses who cheated during examination cannot practice with confidence and defend their certificates. Nursing and midwifery professions are practically oriented and require appropriate competencies with knowledge and skills for clinical practice. Therefore, continuous indulgence in examination malpractice will amount to production of half-baked, uncertified and incompetent personnel who will turn our health facilities into death traps with fallen standards of care and kill innocent Nigerians in the name of nursing practice.

## Theoretical Framework

### The Social Learning Theory

The theoretical framework of this study is based on the Social Learning theory which can be traced to educational psychology as developed by Albert Bandura, one of the greatest psychologists and researchers of all time as he sought to better understand how children learn and express emotions and behaviour(Toni, 2022). Social learning theory, proposed by Albert Bandura in 1977, states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction. It emphasizes the importance of observing, modelling, and imitating the behaviour, attitudes, and emotional reactions of others. He considers how both environmental and cognitive factors interact to influence human learning and behaviour.

In social learning theory, Albert Bandura agreed with the behaviourist learning theories of classical conditioning and operant conditioning. He added that mediating processes occur between stimuli and responses and observational learning, which means that children learn behaviour by observing it. Toni (2022) also highlighted minor similarities of Bandura's theory with some works of Sigmund Freud related to the Oedipus complex as they both involve internalizing or adopting the behaviour of someone else. The main difference is that Freud's theory considers that children only identify with the same gender parent; whereas, Bandura's theory claims that children will identify and mirror the behaviour of any other person.

However, one dominant and important argument in this theory by Bandura is that behaviour is learnt from the environment through the process of observational learning which states that learning cannot occur by learning alone, rather, it is influenced by modelling. Learning takes place by observing and modelling the observed behaviour. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behaviour. In his later works, Bandura stated further that of the many cues that influence behaviour at any point in time, none is more common than the actions of others (Bandura, 1986).

The model comprises the individual, behaviour and environment. It highlights the existence of interaction between a copy and a model. Such influences of a model on the learner could be real, perceived or imagined. According to this theory, much of human learning occurs in a social environment. Contributions from Woolfolk’s book of educational psychology (1995) also agree with Bandura. Woolfolk supports the idea that human learning occurs by interaction among people, adding that people,

including students in tertiary institutions, acquire values, skills, knowledge, rules, beliefs, attitudes and strategies by observing how these are enacted by significant others in their daily interactions.

Nowadays, children are surrounded by many spheres of influence (models) such as parents, teachers, the television, social media and peer groups. These models exhibit various types of behavioural patterns that might be imitated by children with little regards to gender appropriateness. Therefore, students replicate the behaviour of models based on the usefulness and consequences of modelled behaviours and act according to their beliefs and the expected outcome of actions (McLeod, 2016).

Learners, while imitating models, make adjustments in accordance with the consequences the models get for their behaviour, either punishment or reward (reinforcement) (Woolfolk, 1995). Bandura suggests that a child who has seen the parents being kind and caring will tend to do the same. Similarly, a child who sees aggressive behaviour of parents is likely to be violent in solving problems. Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. According to Bandura (1986), this is called reciprocal determinism.

**Applications of the Theory to this Study**

Examination malpractice, as a form of corruption, is a behaviour that students emulate from models such as parents, siblings, university staff and teachers, peers and idols in the society. Students most probably engage in the act as it serves to help the models pass tests, demonstrate acquisition of knowledge, skills and certificate to

justify the resources committed into learning at the university believing that malpractice has provided easier pathways for career success for the models. It is not hyperbolic or an exaggeration to associate examination malpractice with corruption, neither is it appropriate to trivialize the issue. Some students view examination malpractice as being smart in achieving educational objectives without having to labour with issues of hard work, morality and legality which become negotiable when the inordinate desire to pass arises. However, regulations remain vehement in protecting and ensuring objectivity, credibility and reliability of examinations and the evaluation process of academic performance. Therefore, students ensure their actions in examinations are undetected in line with the behaviours of models as they are aware of the penalties for infractions.

**Principles of Social Learning Theory**

Bandura identified four mediational processes in considering the interrelation between cognitive and social learning processes as factors in influencing emulation of peoples' behaviour by children.

1. **Attention**-the model has to behave in such a way as to get the child's attention including theory modelled events (distinctiveness, affective valence, complexity, prevalence and functional value) and observer characteristics (sensory capacities, arousal level, perceptual set and past reinforcement).
2. **Retention**-the child has to remember the behaviour of the model and be able to recall it. Retention involves symbolic coding, cognitive organization, symbolic and motor rehearsal.

3. **Reproduction-** a child has to have the ability to perform the modelled behaviour. For example, the child is not likely to go out and drive a car even if he sees it modelled. This includes aspects like physical capabilities, self-observation of reproduction and accuracy of feedback.

4. **Motivation**-the child needs to make a conscious choice whether the reward or reinforcement is worth emulating the behaviour. This includes external, vicarious and self-reinforcement.

Children learn wherever they go. They learn what they see and take whatever they hear especially from their heroes and elders. Students learn in the community in general when they are demanded to offer bribes for services in various offices and turn to use it in their examination halls by bribing their classmates to write examinations for them. Additionally, they bribe teachers to leak examination questions to them and switch to intimidation when the prey refuses the offers of bribe. Similarly, students could learn a great deal from their peer groups and teachers in school. Children devote much attention to their heroes, encode their behaviour and later mimic the encoded (observed) behaviour. These bad behaviours when learnt, have damaging effects on the students' future.

**Relevance of the Theory to this Current Research**

The relevance of this theory to the current study is that the theory highly links the social environment to examination malpractice. It shows how the school campuses or homes as social environment influence students to indulge in examination malpractice as a maladaptive behaviour. It shows how students learn from their peers, heroes,

teachers, principals and parents to engage in bribery, impersonation and intimidation. The theory also highlights that as bad behaviours are learnt in the social environment, students can also unlearn them by observing and modelling the good behaviours of these same personalities.

**Implication for Teaching**

According to Oduh (2021), the social learning theory has important implications for teaching. They include:

1. The process of learning is influenced by the extent of identification and imitation by the learner. The teacher is a model for students in the classroom and has a profound effect on students' attitude, belief and behaviour. In this case, the teacher should be a good model.
2. The teacher should always make sure that irrational or maladaptive behaviour by any student is not condoned in the classroom. Offending students should be appropriately dealt with to serve as a deterrent to other members of the classroom with appropriate sanctions for examination malpractice.
3. The teacher should give complimentary remarks such as "excellent", "good", "keep it up" as a way of encouraging students to imitate a good behaviour.
4. Teachers and parents should discourage their students and children from watching violent films or keeping friends of doubtful characters to reduce negative peer group influence such as bullying, intimidation and cheating in examinations.

**Empirical Review**

Emaikwu (2012) conducted a research to examine the influence of examination malpractice on the measurement of students' ability in Nigerian universities. The design of the research was a survey. The study was carried out in four universities in North Central Nigeria. The population of this study was made up of all the 2010/ 2011 final year students and their lecturers in the Faculty of Education in these universities. A total of 3,780 respondents formed the student population for the study. The researcher obtained the information about the population of this study from student affairs units in the four universities. The participants were considered for the study on the ground that they had studied for at least three years and had enough information about examination malpractices. The sample for this study was 100 lecturers and 300 students, totalling four hundred respondents randomly selected from the population. The sampling technique was simple random sampling. A structured questionnaire was used for data collection using a four-point rating scale anchored on a continuum of strongly agree to strongly disagree with items dealing with the prevalence, causes, consequences and solutions of examination malpractice. Two specialists in measurement and evaluation and a psychologist in the Faculty of Education, Benue State University, Makurdi, validated the items of the instrument. The reliability coefficient of the instrument was 0.85 using Cronbach alpha coefficient. The data collected were analysed using descriptive statistics such as mean, standard deviation and percentage, while t-test statistics was used to test the hypothesis at 5% level of significance. Any item with mean response of 2.5 and above was considered accepted while items with mean below 2.5 were rejected. The results show that majority of the

lecturers and students accepted that the most serious consequences of examination malpractice are decrease in the validity and reliability of measurement process, production of half-baked graduates, lowering of academic standards and lack of confidence in our educational system. Other notable consequences include breeding of a generation of fraudsters and other social vices, discouragement of hard work and emergence of high dropout rates from universities whenever offenders are caught by university authorities.

The findings agree with those of Alli (2021) who also noted that examination malpractices make nonsense of our educational system and the credibility of most certificates obtained from Nigerian universities are highly questionable. The study maintains that the calamity of examination malpractice is not just the havoc it is wrecking in the educational system but the gradual indoctrination of youths into the culture of fraud. It therefore recommended the implementation of the laws on examination malpractice by the government and adequate provision of guidance and counselling services in universities to minimize the incidence of examination malpractice.

In a descriptive survey conducted by Idahosa (2012) on the factors causing examination malpractice in public examination in St. Augustine's College of Education Akoka Lagos, already existing information was gathered among the population under study. Simple random sampling technique was used to select 100 students from 200 students in year one. These students were sampled based on their exposure to public examinations conducted by WAEC and NECO. The instrument used was questionnaire, copies were distributed to the 100 sample students and were

all returned completely filled. The questionnaire was coded and the data collected were analysed using a non-parametric procedure of frequency counts and percentage analysis. The results revealed corrupt officials as the greatest perceived cause of examination malpractice in public examinations. The result also indicated that difficulty in getting admission into tertiary institution, inadequacy of equipment and lack of teaching facilities were perceived by the respondents as predominant factors responsible for examination malpractice.

Oseni, (2014) conducted a research to examine the effect of examination malpractice on Nigeria graduate productivity in the labour market. The study was a literature review. The findings revealed that there is a gap between the certificates obtained by graduates and their productivity at the labour market due to the various examination malpractice perpetuated by them when they were in school. Therefore, he recommended that Examination malpractice should be discouraged in its entirety.

Similarly, Okeke (2015) carried out a descriptive cross-sectional survey, design considered appropriate for use as Polit (2001) states that it involves the collection of data at a point in time and describing the status of phenomena or relationships among phenomena. The study was carried out in four nursing schools in Enugu state with a target population of all final year nursing students and their teachers from the four schools of nursing. The number consisted of 270 students and 60 teachers totalling 330. The instrument of data collection was a questionnaire with items arranged on a 4 point Likert scale. Face and content validity was established by two senior lecturers, specialists in Nursing Education and test and measurement respectively who made necessary modifications in the instrument which were effected before the final approval. Internal

consistency of the instrument was established through split half method of data obtained from the pilot testing. Cronbach Alpha was used to analyse the data with a correlation coefficient (r) of 0.901 for the research instrument. Data was collated, organised and analysed using the Statistical Package for Social Sciences (SPSS) version 17. Using descriptive statistical analysis, the means and standard deviations of the responses were determined. The total value of the modified four point Likert scale for students' and teachers' perceptions and attitude towards examination malpractice was 10 with a criterion (average) mean of 2.50. A mean score of 2.50 and above on an item meant high agreement while a mean score below 2.50 meant high disagreement. The results showed perceived causes of examination malpractice include lack of seriousness, overcrowding of examination hall, poor invigilation and poor parental upbringing on examination ethics. The implications include production of incompetent health professionals, denial of admission to qualified students and poor academic performance. Some recommendations were made based on the findings which included the need for the government to provide conducive environment for teaching and learning with adequate facilities, sanitise admission procedures to be based on merit and tight invigilation of examination by competent lecturers.

Allen, Stanley, Cascoe and Stennett (2017) conducted a research to examine the rate of Academic Dishonesty among Undergraduate Nursing Students in the West Indies. The results revealed that academic pressure such as competition for higher grades, honours, peer group, gender, awards, and a grade point average sufficient for graduate study, contributed significantly to students' engagement in acts of academic dishonesty. They therefore recommended that universities set standards to

prevent such behaviours from occurring. The students' handbook is one such standard that outlines the behaviours and acts that warrant suspension or dismissal. They also suggested numerous ways to reduce academic dishonesty which include ensuring and preserving a trustworthy environment, conveying clear values and beliefs, communicating clear expectations, speaking up when academic misconduct occurs and reinforcing the University principles on academic integrity and professional nursing behaviour. Additionally, they recommended stringent action and strict penalty once academic dishonesty and misconduct is identified to serve as deterrent for others as they believe that students will not pursue academic dishonesty if there is a high likelihood of being identified and punished.

Another study conducted by Makaula (2018) in selected schools in Malawi with the aim of determining the perceived causes and methods of examination malpractice revealed that students' laziness, corruption, desire for certificate, school pressures for good results and lack of appropriate punishment for offenders were the major causes. It also revealed collusion, giraffing, body writing and use of sign language as the common methods used. Part of the recommendations is also strict penalty by the government for offenders.

Another descriptive cross-sectional survey study by Ladan (2019) examined patterns of examination malpractices and its perceived implications among students in the faculty of allied health sciences Bayero University, Kano with a target population of all the students in the faculty, totalling 1923.According to Nwana (2010), 10%-20% of the entire population can be used as the sample size if the total population is too large. Base on this, 10% of the entire Faculty of Allied Health Science Students in

BUK is 192.3 with an attrition risk of 5%, making the sample size approximately 203 selected through a stratified sampling technique. Research instrument for data collection was a self-structured questionnaire with items arranged on a four point Likert scale. Face and content validity of the instrument was established by two specialists, one from the department of Nursing and the other in test and measurement and their observations and corrections were duly effected. Internal consistency of the instrument was established through split half method of data obtained from the pilot testing. Cronbach Alpha was used to analyse the data with a correlation coefficient (r) of 0.710 for the research instrument. Data was collated, organised and analysed using the Statistical Package for Social Sciences (SPSS) version 20 using descriptive statistical analysis of frequencies and percentages. The major findings indicated that leakage of examination paper, dubbing and giraffing are the most common forms of examination malpractice while lack of seriousness, poor parental upbringing on cheating and poor invigilation are the most common causes. Production of incompetent health professionals, denying qualified candidates admission and eroding the professional integrity of nurses are the possible effects of examination malpractice. This implies that examination malpractice is a great threat to the professional growth and development of nursing education and practice. He recommended among others, the implementation of policy measures by the government on the provision of a conducive environment for teaching, learning and conduct of examinations. He also recommended the enforcement of sanctions by the Nursing and Midwifery council and the universities on any student caught and designing a mandatory course on

examination malpractice in the curriculum to be taken by every student in order to curtail the menace.

To show the global nature of examination malpractice, Kebuya and Mekongtso (2020) conducted another survey research in North West Cameroon to investigate the effect of examination malpractice on the future of students. This was necessitated by the researchers' observations of many irregularities in the examination hall during final examinations in Bambili, Yaounde, Cameroon. The results revealed that impersonation, bribery and intimidation have negative impact on the lives and future of learners as the objectives of the study showed relationship between cheating, impersonation and examination malpractice and its effect on the future of the students. Among the many recommendations made, one most resounding was for the government, through the Ministry of Higher Education, to integrate examination malpractice in the school curriculum as one of the cross cutting issues in the institutions of higher learning in order to enhance continuous awareness among learners.

Another study by Isibor, Dania & Osagie (2020) explored examination malpractice intention among undergraduates. The survey involved the administration of questionnaire to a conveniently selected sample of 350 Undergraduates from three Universities (a federal, a state and a private owned University) in Edo State, Nigeria. Data obtained were analysed using both descriptive and inferential statistics. Result obtained revealed that intention to engage in malpractice was found to be higher among males and students in public school of nursing. Level of preparation and perceived difficulty of examination were found to be the most significant

psychological variables affecting intention to engage in malpractice. They therefore recommended that university administrators should enhance level of preparation among students by providing conducive environment that will encourage studying as they observed that academic performance improves as stress level decreases.

Ali (2021) in a descriptive study, examined the effect of examination malpractice assessment of students in tertiary institutions. The study was carried out in the University of Maiduguri, Borno state of Nigeria. A sample of two hundred (200) undergraduates formed the participants. The instrument of data collection was a questionnaire titled: "factors responsible for examination malpractices". Data collected were analysed using frequency counts. The findings of the study revealed that poor study habit, poor concentration during lectures and peer influence are major factors responsible for examination malpractice. The findings also revealed that there is no significant difference on perception of undergraduates on the factors responsible for examination malpractices on the basis of gender and academic programme. However, there is significant difference on perception of undergraduates on factors responsible for examination malpractice on the basis of academic level. Based on the findings, it was recommended that university management should establish a functioning counselling unit to cater for the needs of the students and adequate punitive measure should be given to any student involved in examination malpractice.

Another descriptive survey research by Ezemba, Ogbuanya, Anyakaora & Obioma (2021) examined the effect of Examination Malpractice on the academic achievement of senior secondary school students in Enugu South Local Government Area of Enugu State with a target population of all the senior secondary school

students in fifteen (15) secondary schools, totalling 2400 students. A simple random sampling technique was used to select 40 students each from 6 selected schools, giving a total sample size of 240 senior secondary school students for the study. The instrument of data collection was a self-structured questionnaire on a four point scale of VHE- Very High Extent (4 points),HE- High Extent (3 points),LE- Low Extent (2 points) and VLE- Very Low Extent (1point). The instrument was validated by three experts in measurement and evaluation, Enugu State College of Education (Technical) Enugu and corrections duely effected. Internal consistency was established and Spearman rank correlation coefficient was used to analyse data and a reliability index of 0.75, indicating that the instrument was highly reliable. Data was analysed using mean scores. Based on the findings of the study, the researchers concluded that examination malpractice has become a menace to the Nigerian educational system. Therefore, it is very necessary for the government and educational agencies to wagewar against it. Based on the findings of the study, the researchers recommended the conduct of workshops and seminars for parents and teachers on the need to advise students to study their books even before examinations so that they will not be dependent on malpractice and to allow their children write their examinations on their own and fight against the menace.

Interestingly, Ojebo (2022) just investigated the causes and impact of examination malpractice in schools of nursing in Delta state in his recent study. The findings revealed that academic pressure, competition for higher grades and a grade point average sufficient for graduate study topped the list of causes of examination malpractice. The study revealed that students bribe their way to pass as a middle aged

woman was caught taking bribe to pass a year one student in exchange for money in one of the Schools of Nursing preparing to write the Preliminary Training Studies (PTS) examination, which will determine the student's continuation of the programme. He recommended the enforcement of stiff penalties for offenders by prosecuting those caught in the act and enforcing the 21 year jail term attached to examination malpractice in Nigeria by decree 29 of 1984.

**Summary of Literature Review**

The literature review was discussed under the following sub-headings: conceptual framework, theoretical framework and review of empirical studies. Literatures relating to causes, effects and implications of examination malpractices were explored. Effort was made in exploring the meaning of examination malpractice, the extent of examination malpractice based on gender and also x-rayed in details the quality of teaching employed by teachers in relation to examination malpractice. It further justified the concept of examination malpractice as a maladaptive behaviour and stressed on the need to curb the menace and thoroughly provided the solution to examination malpractice in our educational system.

It also identified the need for government to implement policies to improve the school environment and make it more conducive for teaching, learning and examination and enforce the sanctions provided by degree 21 on examination malpractice offenders. The theoretical frame work reviewed the theory of social learning which lays emphasis on active participation of the learner in the teaching-learning process. Renowned scholars and educators were cited herein to buttress the point the researcher tried to make.

# CHAPTER THREE

# METHODOLOGY

This chapter describes in details the methods and procedures used in this study. The following subheadings research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis were employed.

## Research Design

A descriptive survey research design was adopted to achieve the purpose of the study. A survey design is one in which a group of subjects are studied by collecting data and analysing results with only a few respondents considered to be representative of the entire group. This design was considered appropriate by the researcher and the data was used to justify the current situation of the phenomenon under study as suggested by Fain (2013).

## Population of the Study

The population of this study comprised of final year student nurses and midwives of the training schools preparing for the Nursing and Midwifery Council of Nigeria final qualifying examinations and the senior nurses in University of Benin Teaching Hospital and St. Philomena hospital, all in Benin Metropolis. There are 6 training schools in Benin Metropolis namely: Colleges of Nursing and Midwifery University of Benin Teaching Hospital, Departments of Nursing University of Benin and Benson Idahosa University, College of Midwifery St. Philomena and Edo State College of Nursing, all in Benin metropolis. However, only 3, Colleges of Nursing and Midwifery University of Benin Teaching Hospital and College of Midwifery St,

Philomena met the criteria for this study as they were the only ones preparing final year students for the council qualifying examinations. Statistics obtained by the researcher from the offices of the Provosts of the three colleges were: College of Nursing University of Benin Teaching Hospital University of Benin Teaching Hospital – 80, College of Midwifery – 75 and College of Midwifery St, Philomena-54 with a total of 209. Statistics obtained from the offices of the heads of department of Nursing Services of the 2 hospitals for the study comprised a total of 95 senior nurses as follows: University of Benin Teaching Hospital– 75, St. Philomena – 20. Total population was 304. These hospitals were selected for the study as the students of the selected schools obtain their clinical training experience from practical postings to these hospitals.

**Sample and Sampling Technique**

Due to the small size of the entire population, all the final year students in the 3 training schools preparing for the qualifying examination and all the senior nurses in the two hospitals all in Benin Metropolis was the sample size totalling 304.

**Research Instrument**

The instrument used for data collection was a self-structured questionnaire with the title "Investigation of examination malpractice and its impact on the productivity of nursing and midwifery profession in Benin Metropolis." The items were divided into three sections. Section A was on the demographic data of the respondents while sections B and C with 20 items structured on a 5 point Likert scale of Strongly Agree (SA), Agree (A), Undecided, (U) Disagree (D), Strongly Disagree (SD), was on the topic graded as 5,4,0,2,1 respectively.

**Validity of Instrument**

To ensure face and content validity of the instrument, the questionnaire was given to the researcher's supervisor and 2 experts in the area of educational research, measurement and evaluation. All necessary corrections and adjustments were effected in the final copy of the questionnaire.

**Reliability of Instrument**

The reliability of the instrument was determined by the use of Cronbach Alpha measurement instrument. 30 copies of the questionnaire were administered to 15 students and 15 nurses of the same characteristics as the target sample. Data collected was analysed using the Cronbach's Alpha method. The reliability yielded .872 which showed that the instrument was reliable for use.

**Method of Data Collection**

The data for this research was collected by the researcher and a research assistant by direct distribution of the questionnaire to the selected sample of students and senior nurses in the selected training schools and hospitals in Benin Metropolis.

**Method of Data Analysis**

Data generated were analysed with the use of the Statistical Package for Social Sciences (SPSS) computer programme. The research questions were answered using the descriptive statistics of Mean, Standard Deviation and simple Percentage. The hypotheses were tested by the use of Pearson Product Moment Correlation (PPMC) statistics.

# CHAPTER FOUR

## ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter, the results of the analysis of data collected are presented. The presentation of results is followed by the discussion of findings.

**Table 1: Personal Data of Respondents**

| Variable | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 76 | 25 |
| Female | 228 | 75 |
| **Total** | **304** | **100** |
| **Age** | | |
| Below 20 years | - | - |
| 20 – 24 years | 89 | 29.3 |
| 25 – 29 years | 59 | 19.4 |
| 30 – 34 years | 47 | 15.5 |
| 35 – 39 years | 76 | 25 |
| Above 40 years | 33 | **10.9** |
| **Total** | **304** | **100** |
| **Religion** | | |
| Christianity | 281 | 92.4 |
| Islam | 23 | 7.6 |
| **Total** | 304 | 100 |
| **Training School** | | |
| UBTH School of Nursing | 116 | 38.1 |
| UBTH School of Midwifery | 89 | 29.3 |
| St. Philomena School of Midwifery | 99 | 32.6 |
| **Total** | 304 | 100 |
| **Hospital of Practice** | | |
| UBTH | 172 | 56.6 |
| St. Philomena Hospital | 132 | 43.4 |
| **Total** | 304 | 100 |
| **Professional Status** | | |
| Students | 208 | 68.4 |
| Practicing Senior Nurses | 96 | 31.6 |
| **Total** | 304 | 100 |
| **Educational Qualification** | | |
| SSCE | 53 | 17.4 |
| RN/RM | 58 | 19.1 |
| B.Sc | 113 | 37.2 |
| M.Sc | 66 | 21.7 |
| Ph.D | 14 | 4.6 |
| **Total** | 304 | 100 |

Table 1, shows that 25% of the respondents were males while 75% were females. With regards to age, there was no respondent below 20 years. 29.3% of the respondents were 20-24 years, 4% were 25-29 years, 15.5% were 30-34 years, 25% were 35-39 years, while 25% were 40 years and above. In religion, 92.4% of the respondents were Christians while 7.6% were Moslems. With regards to training school, 38.1% of the respondents were students of University of Benin Teaching Hospital School of Nursing, 29.3% were University of Benin Teaching Hospital School of Midwifery students while 32.6% were St. Philomena School of Midwifery students. By hospital of practice, 56.6% of the respondents were practicing senior nurses in University of Benin Teaching Hospital while 43.4% were practicing in St. Philomena Hospital. In the area of professional status, 68.4% of the respondents were students while 31.6% were practicing senior nurses. In the same vein, with regards to educational qualification, 17.4% of the respondents were SSCE holders, 19.1% were RN/RM, 37.2% B.Sc holders, 21.7% M.Sc holders and 4.6% Ph.D holders.

**Research Question 1: What is the current state of students' involvement in examination malpractice in nursing and midwifery education in Benin Metropolis?**

Items 1 – 5 of the questionnaire were used to answer research question one as stated in Table 2 below:

**Table 2: Responses of Respondents on the Current State of Students' Involvement in Examination Malpractice in Nursing and Midwifery Education in Benin Metropolis**

| S/N | Items | $\bar{x}$ | S.D | Remarks |
|---|---|---|---|---|
| **1.** | Production of incompetent nurses and midwives without personal responsibility and accountability for nursing practice, and maintaining competence by continual learning. | 3.21 | 1.30 | Agree |
| **2.** | Denying qualified candidates the chance of getting admission into schools. | 3.55 | 1.89 | Agree |
| **3.** | Eroding the value of nursing and midwifery education and profession. | 3.00 | 1.07 | Agree |
| **4.** | Poor academic performance and inability to develop research-based professional knowledge that supports evidence-based practice. | 3.03 | 1.02 | Agree |
| **5.** | Tarnishing the image of the institutions and the profession. | 2.90 | 1.03 | Agree |
| | **Grand Mean** | **3.13** | | **Agree** |

In the Table above, majority of respondents agreed that examination malpractice can result in: production of incompetent nurses and midwives without personal responsibility and accountability for nursing practice, and maintaining competence by continual learning, denying qualified candidates the chance of getting admission into schools, eroding the value of nursing and midwifery education and profession, poor academic performance and inability to develop research-based professional knowledge that supports evidence-based practice, and tarnishing the image of the institutions and the profession.A grand mean of 3.13 indicated that majority agreed with the statements in the item descriptions on the Current State of Students'

Involvement in Examination Malpractice in Nursing and Midwifery Education in Benin Metropolis.

**Research Question 2: What are the causes of examination malpractice in nursing and midwifery education in Benin Metropolis?**

Items 6 – 10 of the questionnaire were used to answer research question two as stated in Table 3 below:

**Table 3: Mean Responses on the Causes of Examination Malpractice in Nursing and Midwifery Education in Benin metropolis**

| S/N | Items | $\bar{x}$ | S.D | Remarks |
|---|---|---|---|---|
| **6.** | Laziness and lack of seriousness of students. | 3.79 | 1.99 | Agree |
| **7.** | Lack of self-confidence in academic abilities by the students. | 3.63 | 1.70 | Agree |
| **8.** | Societal factors, moral laxity, decadence and poor parental upbringing and guidance against cheating. | 3.82 | 1.86 | Agree |
| **9.** | Personal factors, high expectations and high enrolment fees. | 3.39 | 1.06 | Agree |
| **10.** | Emphasis on certificate and non-implementation of rules and regulations guiding examination with penalties for offenders. | 3.06 | 1.27 | Agree |
| | **Grand Mean** | **3.53** | | **Agree** |

Table 3 above shows that majority of the respondents agreed with all the items on the causes of examination malpractice in nursing and midwifery education in Benin Metropolis. This implies that majority of the respondents agreed that: laziness and lack of seriousness of students, lack of self-confidence in academic abilities by the students, societal factors, moral laxity, decadence and poor parental upbringing and guidance against cheating, personal factors, high expectations and high enrolment fees, and emphasis on certificate and non-implementation of rules and regulations guiding examination with penalties for offenders can lead to examination malpractice. A grand mean of 3.53 indicated that majority agreed that the items are the causes of examination malpractice in nursing and midwifery education in Benin Metropolis.

**Research Question 3: What is the current state of teaching effectiveness in nursing and midwifery education on examination malpractice in Benin Metropolis?**

Items 11 – 15 of the questionnaire were used to answer research question three as stated in Table 4 below:

**Table 4: Mean Responses of Respondents on the Current State of Teaching Effectiveness in Nursing and Midwifery Education on Examination Malpractice in Benin Metropolis**

| S/N | Items | $\bar{x}$ | S.D | Remarks |
|---|---|---|---|---|
| **11.** | Poor teaching style by incompetent teachers. | 3.23 | 0.90 | Agree |
| **12.** | Poor supervision and invigilation during examination. | 2.96 | 0.98 | Agree |
| **13.** | Low teachers' salary leading to the temptation of bribery and strike | 3.24 | 0.92 | Agree |
| **14.** | Inadequate school facilities and teachers. | 3.48 | 0.81 | Agree |
| **15.** | Unconducive crowded halls with no proper seating arrangement of students during examination. | 3.20 | 0.91 | Agree |
| | **Grand Mean** | **3.2**2 | | **Agree** |

From the Table above, majority of respondents agreed with: poor teaching style by incompetent teachers, poor supervision and invigilation during examination, low teachers' salary leading to the temptation of bribery and strike, inadequate school facilities and teachers and unconducive crowded halls with no proper seating arrangement of students during examination as causes of examination malpractice. In all, a grand mean of 3.24 indicated that majority agreed with the items as the current state of teaching effectiveness in nursing and midwifery education on examination malpractice in Benin Metropolis.

**Research Question 4: What is the impact of examination malpractice on the productivity of nursing and midwifery profession in Benin Metropolis?**

Items 16 – 20 of the questionnaire were used to answer research question three as stated in Table 5 below:

**Table 5: Mean Responses of Respondents on the Impact of Examination Malpractice on the Productivity of Nursing and Midwifery Profession in Benin Metropolis**

| S/N | Items | $\bar{x}$ | S.D | Remarks |
|---|---|---|---|---|
| **16.** | Increased level of anti-social behaviour and lack of acceptable standards of clinical nursing and midwifery practice, management, research and education. | 3.27 | 1.09 | Agree |
| **17.** | Nurses and midwives who lack self-confidence in professional abilities to promote quality care and demonstrate professional values such as respectfulness, responsiveness, compassion, trustworthiness and integrity. | 2.89 | 1.25 | Agree |
| **18.** | Decreased job efficiency and increased mortality rate due to poor nursing and midwifery judgement in safeguarding individuals, families and communities when their health is endangered. | 2.73 | 0.85 | Agree |
| **19.** | Risk to mother and child due to lack of ethical conduct and appropriate action in emergency professional practice. | 3.01 | 1.13 | Agree |
| **20.** | A dissatisfied patient clientele and lack of trust in nurses and midwives who do not maintain standards of personal conduct which reflect well on the profession and enhance its image and public confidence. | 3.33 | 0.94 | Agree |
| | **Grand Mean** | **3.**05 | | **Agree** |

From the Table above, majority of respondents agreed that: increased level of anti-social behaviour and lack of acceptable standards of clinical nursing and midwifery practice, management, research and education, nurses and midwives who lack self-confidence in professional abilities to promote quality care and demonstrate professional values such as respectfulness, responsiveness, compassion, trustworthiness and integrity, decreased job efficiency and increased mortality rate due to poor nursing and midwifery judgement in safeguarding individuals, families and communities when their health is endangered, risk to mother and child due to lack

of ethical conduct and appropriate action in emergency professional practice, a dissatisfied patient clientele and lack of trust in nurses and midwives who do not maintain standards of personal conduct which reflect well on the profession and enhance its image and public confidence can result from examination malpractice. A grand mean of 3.05 indicated that majority agreed with the items on the impact of examination malpractice on the productivity of nursing and midwifery profession in Benin Metropolis.

**Testing of Hypotheses**

The following three hypotheses were tested at 0.05 alpha level of significance as shown in Tables 6 – 9.

**Hypothesis 1: Examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis.**

The summary of the test of hypothesis one was presented in Table 6.

**Table 6: Showing the significant level of the Pearson Product Moment Correlation Coefficient of Relationship between Examination Malpractice and Nursing and Midwifery Education n = 304**

| Variables | $\bar{x}$ | SD | R | $r^2$ | p-value | Decision |
|---|---|---|---|---|---|---|
| **Examination Malpractice** | 3.21 | 0.675 | | | | |
| | | | 0.14 | 0.02 | 0.81 | Accept $H_0$ |
| **Midwifery Education** | 3.11 | 0.787 | | | | |

$r^2$= coefficient of determination

Table 6 showed that there was a low positive relationship (0.14) between examination malpractice and nursing/midwifery education in Benin Metropolis. The coefficient of determination ($r^2$) associated with the correlation coefficient of 0.14 was 0.02. The coefficient of determination (r) indicated that examination malpractice had no significant relationship with nursing and midwifery education and the relationship was statistically

significant at 0.81. Since this significant value was higher than 0.05 alpha level of significance, the hypothesis which stated that examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis was accepted. Therefore, it was concluded that examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis.

**Hypothesis 2: Gender has no significant influence on examination malpractice.**

The summary of the test of hypothesis two was presented in Table 7.

**Table 7: Showing the Significant Level of the Pearson Product Moment Correlation Coefficient of Relationship between Gender and Examination Malpractice**

**n =304**

| Variables | $\bar{x}$ | SD | R | $r^2$ | p-value | Decision |
|---|---|---|---|---|---|---|
| **Gender** | 3.08 | 0.714 | 0.16 | 0.03 | 0.04 | Reject $H_0$ |
| **Examination Malpractice** | 3.11 | 0.787 | | | | |

$r^2$ = coefficient of determination

Table 7 showed that there was a low positive relationship (0.16) between gender and examination malpractice. The coefficient of determination ($r^2$) associated with the correlation coefficient of 0.16 was 0.03. The coefficient of determination (r) indicated that gender had a significant relationship with examination malpractice and the relationship was statistically significant at 0.04. Since this significant value was lower than 0.05 alpha level of significance, the hypothesis which stated that gender has no significant influence on examination malpractice in Benin Metropolis was rejected. Therefore, it was concluded that gender has a significant influence on examination malpractice in Benin Metropolis.

**Hypothesis 3: Quality of teaching has no significant influence on examination malpractice in Benin Metropolis.**

The summary of the test of hypothesis three was presented in Table 8.

**Table 8: Showing the Significant Level of the Pearson Product Moment Correlation Coefficient of Relationship between Quality of Teaching and Examination Malpractice n = 304**

| Variables | $\bar{x}$ | SD | r | $r^2$ | p-value | Decision |
|---|---|---|---|---|---|---|
| **Quality of Teaching** | 2.78 | 0.334 | | | | |
| | | | 0.12 | 0.01 | 0.01 | Reject $H_0$ |
| **Examination Malpractice** | 3.11 | 0.787 | | | | |

$r^2$ = coefficient of determination

Table 8 showed that there was a low positive relationship (0.12) between quality of teaching and examination malpractice. The coefficient of determination ($r^2$) associated with the correlation coefficient of 0.12 was 0.01. The coefficient of determination (r) indicated that quality of teaching had a relationship with examination malpractice and was statistically significant at 0.01. Since this significant value was lower than 0.05 alpha level, the hypothesis which stated that quality of teaching has no significant influence on examination malpractice in Benin Metropolis was rejected. It was concluded that quality of teaching has a significant influence on examination malpractice in Benin Metropolis.

**Hypothesis 4: Examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis.**

The summary of the test of hypothesis four was presented in Table 9.

**Table 9: Showing the Significant Level of the Pearson Product Moment Correlation Coefficient of Relationship between Examination Malpractice and Productivity of Nursing and Midwifery Profession n = 304**

| Variables | $\bar{x}$ | SD | r | $r^2$ | p-value | Decision |
|---|---|---|---|---|---|---|
| **Productivity of Nursing and Midwifery Profession** | 2.89 | 0.969 | | | | |
| | | | 0.22 | 0.05 | 0.62 | Accept $H_0$ |
| **Examination Malpractice** | 3.11 | 0.787 | | | | |

$r^2$ = coefficient of determination

Table 9 showed that there was a low positive relationship (0.22) between productivity of nursing and midwifery profession and examination malpractice. The coefficient of determination ($r^2$) associated with the correlation coefficient of 0.22 was 0.05. The coefficient of determination (r) indicated that productivity of nursing and midwifery profession had no relationship with examination malpractice which was statistically significant at 0.62. As this significant value was higher than 0.05 alpha level of significance, the hypothesis which stated that examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis was accepted. Therefore, it was concluded that examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis.

## Summary of Findings

Four findings were made based on the data collected and analysed.

1. examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis
2. gender has a significant influence on examination malpractice in Benin Metropolis
3. quality of teaching has a significant influence on examination malpractice in Benin Metropolis
4. examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis

## Discussion of Findings

The first finding of this study revealed that examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis. This disagreed with the findings of Ladan (2019) who highlighted that production of incompetent health professionals, denying qualified candidates admission and eroding the professional integrity of nurses are the possible effects of examination malpractice which implied that examination malpractice is a great threat to the professional growth and development of nursing education and practice. This is also at variance with the findings of Ezemba, Ogbuanya, Anyakaora & Obioma (2021) who concluded that examination malpractice has become a menace to the Nigerian educational system

Similarly, this finding disagreed with the findings of Emaikwu (2012) and Alli (2021) which showed that the most serious consequences of examination malpractice

are decrease in the validity and reliability of the measurement process, production of half-baked graduates, lowering of academic standards and lack of confidence in our educational system, making the credibility of most certificates obtained from Nigerian universities highly questionable. This finding also disagreed with the findings of Kebuya and Mekongtso (2020) which revealed that examination malpractice has negative impact on the lives and future of students.

This study also revealed that gender has a significant influence on examination malpractice in Benin Metropolis. The finding is in line with the findings of Isibor, Dania and Osagie (2020) who found that intention to engage in malpractice was higher among male students. Level of preparation and perceived difficulty of examination were found to be the most significant psychological variables affecting intention to engage in malpractice. Additionally, the finding of this study was in line with the findings of Allen, Stanley, Cascoe and Stennett (2017) which revealed that academic pressure such as competition for higher grades, honours, peer group, gender, awards, and a grade point average sufficient for graduate study, contributed significantly to students' engagement in acts of academic dishonesty. However, this finding is at variance with the findings of Ali (2021) which revealed that there is no significant difference on perception of undergraduates on factors responsible for examination malpractice on the basis of gender.

The third finding of this study revealed that quality of teaching has a significant influence on examination malpractice in Benin Metropolis. The finding of this study was in agreement with the findings of Idahosa (2012) which showed corrupt officials as the greatest perceived cause of examination malpractice in public examinations.

The result also indicated that inadequacy of equipment and lack of teaching facilities were perceived by the respondents as predominant factors responsible for examination malpractice. This is also in line with the findings of Ojebo (2022) which revealed that students bribe their way to pass examination as a middle aged lecturer was caught taking bribe to pass a year one student nurse.

The final finding of this study showed that examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis. This finding disagreed with the findings of Ladan (2019) which found that production of incompetent health professionals, denying qualified candidates admission and eroding the professional integrity of nurses are the possible effects of examination malpractice which implied that examination malpractice is a great threat to the professional growth and development of nursing education and practice. Furthermore, the finding disagreed with the findings of Oseni (2014) which revealed that there is a gap between the certificates obtained by graduates and their productivity at the labour market due to the various examination malpractices perpetuated by them when they were in school. Similarly, this finding disagreed with the findings of Okeke (2015) which showed that examination malpractice could lead to production of incompetent health professionals.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## Summary

The purpose of this study was to investigate examination malpractice and its impact on the productivity of nursing and midwifery profession in Benin metropolis. Specifically the study examined the current state of students' involvement in examination malpractice, examination malpractice in nursing and midwifery education based on gender, causes of examination malpractice in nursing and midwifery education, current state of teaching effectiveness in nursing and midwifery education and impact of examination malpractice on the productivity of nursing and midwifery profession in Benin Metropolis. Five research questions and four hypotheses were raised to guide the study as shown below.

1. What is the current state of students' involvement in examination malpractice in nursing and midwifery education in Benin metropolis?
2. What is the extent of examination malpractice in nursing and midwifery education based on gender in Benin metropolis?
3. What are the causes of examination malpractice in nursing and midwifery education in Benin metropolis?
4. What is the current state of teaching effectiveness in nursing and midwifery education on examination malpractice in Benin metropolis?
5. What is the impact of examination malpractice on the productivity of nursing and midwifery profession in Benin metropolis?

The hypotheses formulated and tested were:

1. Examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis.
2. Gender has no significant influence on examination malpractice in Benin Metropolis.
3. Quality of teaching has no significant influence on examination malpractice in Benin Metropolis.
4. Examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis.

The design for the study was a descriptive survey. The population of the study comprised three hundred and four (304) final year students in 3 training schools preparing for the Nursing Council qualifying examination and all senior nurses from University of Benin Teaching Hospital and St. Philomena Hospital all in Benin metropolis. Due to the small size of the entire population, all the final year students in the 3 training schools preparing for the Council qualifying examination and all the senior nurses in the two hospitals all in Benin Metropolis was the sample size totalling 304. The research instrument used was a structured questionnaire. The research questions were analysed using descriptive mean and standard deviation while the hypotheses were tested using Pearson Product Moment Correlation statistics. The analysis of data obtained showed that examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis, gender has a significant influence on examination malpractice in Benin Metropolis, quality of teaching has a significant influence on examination malpractice in Benin Metropolis

and examination malpractice has no significant impact on the productivity of nursing and midwifery profession in Benin Metropolis.

**Educational Implications**

Examination malpractice is a great threat to the professional growth and development in nursing education and practice. Organisation of students' campaign by professional associations, Departments of Nursing Science and Colleges of Nursing will help to encourage student nurses to work hard and avoid cheating which leads to production of incompetent nurses. Nursing Council, Universities and Colleges of Nursing should enforce sanctions as stipulated by extant laws on any student caught in examination malpractice and design a mandatory course to be taken by nursing students in order to curtail the menace. If less emphasis is placed on paper qualification, it is likely that many of our students would not engage in examination malpractice.

**Conclusion**

Based on the findings of the study, the researcher concluded that enforcement of sanctions on any offender by the Nursing and Midwifery Council and the universities and designing a mandatory course on examination malpractice in the curriculum to be taken by every student can help to curtail the menace. The study concluded that examination malpractice has no significant impact on nursing and midwifery education in Benin Metropolis, gender has a significant influence on examination malpractice in Benin Metropolis, quality of teaching has a significant influence on examination malpractice in Benin Metropolis and examination malpractice has no

significant impact on the productivity of nursing and midwifery profession in Benin Metropolis.

**Recommendations**

Based on the findings of the study, the following recommendations were made.

1. The study recommended the implementation of extant laws on examination malpractice by the government by enforcing the 21 year jail term stipulated by decree 29 of 1984.
2. Establishment of a functioning counselling unit with adequate provision of guidance and counselling services in all schools of nursing and midwifery to minimize the incidence of examination malpractice, enhance performance and improve the overall health of the students.
3. Integration of examination malpractice in the school curriculum as one of the compulsory courses by stakeholders should be considered in all the institutions of nursing and midwifery to create continuous awareness in students.
4. Provision of conducive environment for teaching and learning with adequate facilities and competent lecturers in each school is recommended as this will go a long way in curbing the menace.
5. The Nursing and Midwifery Council of Nigeria, the regulatory body for nurses and midwives could consider adopting this model in Nursing and Midwifery Institutions in Nigeria.

## Suggestions for Further Studies

Based on the findings of this study on examination malpractice and its impact on nursing and midwifery profession in Benin metropolis, the following suggestions were made for further research:

The study was limited to schools of nursing and midwifery in Benin Metropolis preparing students for the Nursing and Midwifery Council final qualifying examination. Therefore, the results are not generalizable to all the schools in the metropolis. Further research is necessary to be carried out in all the schools. The dearth of information on the topic as no data was found relating to Benin metropolis in particular presents a need for further research on the topic.

## REFERENCES


Akpoyovwere, O.J. (2021). *Examination malpractice, challenges and its legal implications.* Abuja: Nursing and Midwifery Council of Nigeria.

Ali, U. M. (2021).Effect of Examination malpractice assessment of students in Tertiary institutions. *The American Journal of Social Science and Education Innovations,* 3 (6), 144-148.

Allen, C., Stanley, S., Cascoe, K. & Stennett, R. (2017). Academic dishonesty among undergraduate nursing students. *International Journal of Nursing Health Care,* 2(4), 21-36.

Alli, N. (2021). *Nifemis's project on examination malpractice.* Retrieved from https://www.studocu.com/en-us/document/university-of-thepeople/business-communications/nifemis-project-on-examination-malpractice/21189145

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall Inc.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

Emaikwu, S.O. (2012). Assessing the impact of examination malpractices on the measurement of ability in Nigeria. *International Journal of Social Sciences and Education,* 2 (4), 748- 757.

Ezemba, E.U., Ogbuanya, P.C., Anyakaora, D.C. & Obioma, E.A. (2021). Effect of examination malpractice on the academic achievement of senior secondary school students in Enugu South Local Government Area of Enugu State. *British Journal of Education and Social Sciences,* 3(10), 24– 36.

Eziechina, A.M., Ugboaja, U.C. & Esiagu, U.E. (2017). Closed-circuit television surveillance: An antidote to examination malpractice in high institutions in Nigeria. *American Journal of Engineering Research (AJER),* 6(12), 247-251.

Fain, J. (2013). *Reading and understanding and applying nursing research.* Retrieved from https://libribook.com/ebook/11927/reading-understanding-applying-nursing-research-pdf

Federal Republic of Nigeria. (2014). *National policy on education*. ($6^{th}$.ed.). Lagos: NERDC Press.

Idahosa, O. (2012). Factors causing examination malpractice in public examination conducted by WAEC and NECO at St. Augustine's College of Education, Akoka, Lagos. Retrieved from https://oer.unn.edu.ng/read/students-and-teachers-attitude-and-perceptions-towards-examination-malpractice-in

Ijabadeniyi, O.A. (2017). Examination malpractice as a social phenomenon: Challenges and legal implications. *Journal of Health and Social Issues,* 6(1), 32 – 39.

Isibor, O.F., Dania, O.R. & Osagie, B.O. (2020). Exploring examination malpractice intention among undergraduates. *Amity International Journal of Teacher Education,* 6(1), 1 – 19.

Kebuya, N.N. & Mekongtso, N.C. (2020). Effects of examination malpractices on students future. *African Journal of Education and Practice*, *6*(5), 55 – 78.

Ladan, M.M. (2019). *Patterns of examination malpractices and its perceived implications among students in the Faculty of Allied Health Sciences Bayero University Kano.* Retrieved from https://www.academia.edu/43175006/patterns_of_examination_malpractices_and_itS_percieved_imP.pdf.html

Makaula, F.B. (2018). *Perceived causes and methods of examination malpractice in Malawian education system: A case study of secondary schools in South East Education Division (SEED).* Retrieved from https://scholarworks.uni.edu/etd/530/

McLeod, S. (2016). *Albert Bandura's social learning theory*. Retrieved from https://www.simplypsychology.org/bandura.html

Muhammed, L. & Hamza, R. (2020). *Exploring examination malpractice intention among Undergraduates.* Retrieved from https://www.academia.edu/350994416_exploring_examination_malpractice_intentio.pdf.html

Nasamu, A.B.C. (2015). The major causes of examination malpractices in secondary schools in Benin City. *World Journal of Educational Research,* 3 (3), 21 – 30.

Nursing and Midwifery Council of Nigeria (2021). *Enhancing professional nursing and midwifery examination outcomes through educator-clinical Synergy.* Abuja: NMCN.

Oduh, W.A. (2021). *Lectures and revision notes on educational psychology.* Benin City: Benson Idahosa University.

Ojebo, D. (2022). *Ministry goes tough on exam malpractice in nursing and midwifery schools.* Retrieved from https://thepointeronlineng.com/article?artId=8613&art=Ministry_Goes_Tough_On_Exam_Malpractice_In_Nursing/

Okeke, A.E. (2015). *Students' and teachers' attitude and perceptions towards examination malpractice in nursing education in Enugu State*. Retrieved from

https://oer.unn.edu.ng/read/students-and-teachers-attitude-and-perceptions-towards-examination-malpractice-in

Omoregie, N.O. (2021). *Lectures and revision notes on educational management.* Benin City: Benson Idahosa University.

Oseni, A.I. (2014). Effect of examination malpractice on Nigeria graduate productivity in the labour market crew. *Journal of Educational Policy and Entrepreneurial Research,* 1(2), 80 – 85.

Polit, B. (2001). *Essentials of nursing research methods, appraisal and utilization.* Philadelphia, PA: Lippincott Williams.

Toni, H. (2022). *Who was Albert Bandura? Psychology and the social cognitive theory contribution.* Retrieved from https://www.betterhelp.com/advice/psychologists/who-was-albert-bandura-psychology-and-the-social-cognitive-theory.pdf.html

Woolfolk, A.E. (1995). *Educational psychology.* (6th Ed.). Philadelphia: Alyn & Bacon.

World Bank (2019). *The integrity of public examinations and malpractice.* Retrieved from https://elibrary.worldbank.org/doi/10.1596/978-1-4648-1418-1_ch11

World Health Organisation (2022). *Quality health care.* Retrieved from https://www.who.int/health-topics/quality-of-care

Zhai, X., Wang, M. & Ghani, U. (2019). The SOR (stimulus-organism-response) paradigm in online learning: An empirical study of students' knowledge hiding perceptions. *Journal of Interactive Learning Environment,* 28(5), 586-601.

## APPENDIX 1

Department of Education
Faculty of Arts and Education
School of Post Graduate Studies
Benson Idahosa University,
Benin City, Edo State.

Dear Respondent,

## LETTER OF INTRODUCTION

The researcher is a Post Graduate Diploma in Education student of the above named institution, carrying out a research on **Investigation of Examination Malpractice and its Impact on Nursing and Midwifery Profession in Benin Metropolis.**

This questionnaire is purely for academic/research purposes. Kindly assist by ticking the appropriate box and being as truthful as possible. No names are required and all responses will be strictly confidential.

Thank you for your anticipated cooperation.

Yours faithfully,

**Aikabeli Priscilla Ononwini**
**(Researcher)**

**INSTRUCTION:** Please tick in the appropriate box for each response.

**Section A: (Demographic Characteristics)**

1. **Gender:** Male [ ] Female [ ]
2. **Age**: Below 20 [ ] 20 – 24[ ] 25 – 29[ ] 30 – 34 [ ] 35 – 39 [ ] Above 40[ ]
3. **Religion**: Christianity [ ] Islam [ ] Others (specify)……..
4. **Training School**: UBTH School of Nursing [ ] UBTH School of Midwifery [ ] St. Philomena's School of Midwifery [ ]
5. **Hospital of practice:** UBTH [ ] St. Philomena's Hospital [ ]
6. **Professional Status:** Student [ ] practicing senior nurse [ ]
7. **Highest educational/professional qualification**: SSCE [ ] RN/RM [ ] BSc [ ] MSc [ ]PhD [ ]

**Section B**

Use the following to answer the questions below. Please tick (√) to indicate which option most appropriately represents your opinion on each item statement.

Key: Strongly Agree (SA), Agree (A), Undecided, (U) Disagree, (D), and Strongly Disagree (SD).

| B. | Examination Malpractice in Nursing and Midwifery Education | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Production of incompetent nurses and midwives without personal responsibility and accountability for nursing practice, and maintaining competence by continual learning. | | | | | |
| 2 | Denying qualified candidates the chance of getting admission into schools | | | | | |
| 3 | Eroding the value of nursing and midwifery education and profession | | | | | |
| 4 | Poor academic performance and inability to develop research-based professional knowledge that supports evidence-based practice | | | | | |
| 5 | Tarnishing the image of the institutions and the profession | | | | | |
| | **Causes of Examination Malpractice** | | | | | |
| 6 | Laziness and lack of seriousness of students | | | | | |
| 7 | Lack of self-confidence in academic abilities by the students | | | | | |
| 8 | Societal factors, moral laxity, decadence and poor parental upbringing and guidance against cheating | | | | | |
| 9 | Personal factors, high expectations and high enrolment fees | | | | | |
| 10 | Emphasis on certificate and non-implementation of rules and regulations guiding examination with penalties for offenders | | | | | |
| | **Quality of teaching** | | | | | |
| 11 | Poor teaching style by incompetent teachers | | | | | |
| 12 | Poor supervision and invigilation during examination | | | | | |
| 13 | Low teacher salary leading to the temptation of bribery and strike | | | | | |
| 14 | Inadequate school facilities and teachers | | | | | |
| 15 | Unconducive crowded halls with no proper seating arrangement of students during examination | | | | | |
| | **Impact of Examination Malpractice on professional nursing and midwifery practice** | | | | | |
| 16 | Increased level of anti-social behaviour and lack of acceptable standards of clinical nursing and midwifery practice, management, research and education | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17 | Nurses and midwives who lack self-confidence in professional abilities to promote quality care and demonstrate professional values such as respectfulness, responsiveness, compassion, trustworthiness and integrity | | | | | |
| 18 | Decreased job efficiency and increased mortality rate due to poor nursing and midwifery judgement in safeguarding individuals, families and communities when their health is endangered | | | | | |
| 19 | Risk to mother and child due to lack of ethical conduct and appropriate action in emergency professional practice | | | | | |
| 20 | A dissatisfied patient clientele and lack of trust in nurses and midwives who do not maintain standards of personal conduct which reflect well on the profession and enhance its image and public confidence | | | | | |

# APPENDIX II

## RELIABILITY RESULT

RELIABILITY

/VARIABLES = Q01 Q02 Q03 Q04 Q05 Q06 Q07 Q08 Q09 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25

/SCALE ('ALL VARIABLES') ALL

/MODEL = ALPHA

/STATISTICS = SCALE

/SUMMARY = TOTAL.

**Reliability**

[DataSet0]

Scale: ALL VARIABLES

### Case Processing Summary

| | | N | % |
|---|---|---|---|
| Cases | Valid | 30 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 30 | 100.0 |

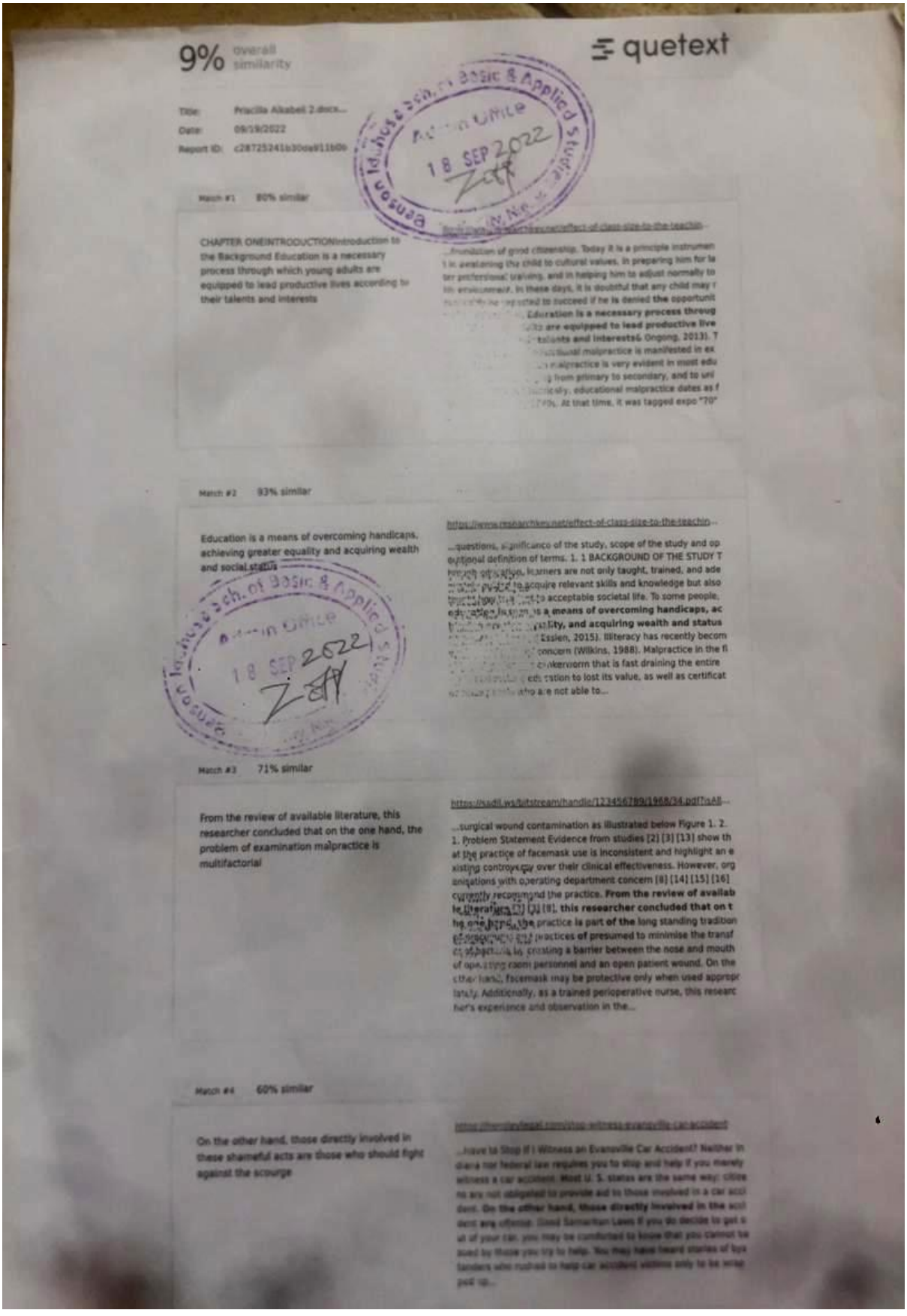
a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

| Cronbach's Alpha | No of Items |
|---|---|
| .872 | 25 |

### Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 98.7000 | 192.063 | 13.29670 | 25 |



9% overall similarity

quetext

Title: Priscilla Akabeli 2.docx...
Date: 09/19/2022
Report ID: c28725241b30ce911b00

Match #1 80% similar

CHAPTER ONEINTRODUCTIONIntroduction to the Background Education is a necessary process through which young adults are equipped to lead productive lives according to their talents and interests

...foundation of good citizenship. Today it is a principle instrumen ...in awakening the child to cultural values, in preparing him for la ...ter professional training, and in helping him to adjust normally to ...his environment. In these days, it is doubtful that any child may r ...expected to succeed if he is denied **the** opportunit ...**Education is a necessary process throug ...are equipped to lead productive live ...talents and interests**& Ongong, 2013). T ...educational malpractice is manifested in ex ...malpractice is very evident in most edu ...from primary to secondary, and to uni ...cally, educational malpractice dates as f ...70s. At that time, it was tagged expo "70"

Match #2 93% similar

Education is a means of overcoming handicaps, achieving greater equality and acquiring wealth and social status

...questions, significance of the study, scope of the study and op ...erational definition of terms. 1. 1 BACKGROUND OF THE STUDY T ...research activity, learners are not only taught, trained, and ade ...quately provided to acquire relevant skills and knowledge but also ...transformed to acceptable societal life. To some people, ...education is seen as **a means of overcoming handicaps, ac ...quality, and acquiring wealth and status** ...Esslen, 2015). Illiteracy has recently becom ...concern (Wilkins, 1988). Malpractice in the fi ...workforce that is fast draining the entire ...education to lost its value, as well as certificat ...who are not able to...

Match #3 71% similar

From the review of available literature, this researcher concluded that on the one hand, the problem of examination malpractice is multifactorial

...surgical wound contamination as illustrated below Figure 1. 2. 1. Problem Statement Evidence from studies [2] [3] [13] show th at the practice of facemask use is inconsistent and highlight an e xisting controversy over their clinical effectiveness. However, org anisations with operating department concern [8] [14] [15] [16] currently recommend the practice. **From the review of availab le literature, [2] [3] [8], this researcher concluded that on t he one hand, the** practice **is part of the** long standing tradition ...practices **of presumed** to minimise the transf ...by creating **a barrier between the** nose and mouth of operating room personnel **and an** open patient wound. On the other hand, facemask may be protective only when used appropr iately. Additionally, as a trained perioperative nurse, this researc her's experience and observation in the...

Match #4 60% similar

On the other hand, those directly involved in these shameful acts are those who should fight against the scourge

...have to Stop If I Witness an Evansville Car Accident? Neither In diana nor federal law requires you to stop and help if you merely witness a car accident. **Most** U. S. states are the same way: citize ns are not obligated to provide aid to those involved in a car acci dent. **On the other hand, those directly involved in the** acci dent **are** offered Good Samaritan Laws if you do decide to get o ut of your car, you may be conducted to know that you cannot be sued by those you try to help. You may have heard stories of bys tanders who rushed to help car accident victims only to be wrong ged up...