



IMPEDIMENTS TO EXCELLENT UNIVERSITY EXAMINATIONS AND STUDENTS' EXAMINATION MALPRACTICES IN SELECTED PUBLIC NIGERIAN UNIVERSITIES

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Abstract

The correlation study had two purposes: (1) To examine the relationship between impediments to excellent university examinations and the students' examination malpractices in the selected public Nigerian Universities. (2). To examine the coefficient of the relationship between impediments to excellent university examinations and the students' examination malpractices in selected public Nigerian Universities, if any. Population was 64,896 comprised university examination officials and undergraduate students. Sample was 398 selected using Yaro-Yamane and random sampling technique. 5-points rating scale of the Linkert type was the instrument, validated by 4 experts (2-Measurement & Evaluation and 2-Educational Management and Planning). Data was collected using face-t-face-administration of the instruments. Reliability index was .721 at $P < 0.05$. Methods of data analyses were Pearson's (ρ) with Statistical Package for Social Sciences (SPSS). Results showed a positive significant relationship and high correlation coefficient. The researchers concluded that the universities needed their efforts to be directed at eradicating the impediments to excellent university examinations and the students' examination malpractices with keen commitments for achievement of stipulated goals.

Key words: Impediments, Impediments to excellent university examinations, University students' examination malpractices and Types of examination malpractices.

Introduction

Formal organisations work with established protocols for achievement of specified objectives and goals. As government approved and organized social-settings, they constituted males and female individuals that systematically work with available facilities for goals achievement. Such organisations are guided by protocols and included: financial institutions, judicial, educational institutions etc. Protocols have great impacts on education and national development. Merriam Webster's dictionary defined protocol as *"a system of rules that explains the correct conduct and procedures to be followed in formal situations"*. The established protocols in school organizations promote respect and carefulness among personnel members towards maintenance of effective job performances in education. Education is a systematic process of imparting or acquiring knowledge, skills and competences under the auspices of a school for educational goals actualization. In Nigerian, education as a concept has no definite definition. Eraikhuemen (2018: 3) opined that *"education is delimited to processes of developing the abilities of the mind to learn under the guidance of educators in a formal setting and it affects thinking, feelings and capabilities"*. Education is an indispensable instrument for individual and national development. Ugwu (2015: 14) opined that *"education to a large extent has contributed immensely to national development"*. Formal education was emphasized.

There were specific goals set out for education to achieve in Nigeria. Imakpokpomwan & Agboola (2017: 49) noted that *"the general goal of education is to make beneficiaries useful members of the society by providing them with skills and knowledge required for employment and employability"*. The philosophy and goals of education in Nigeria were contained in National Policy on Education (NPE). The NPE had been revised up to the current sixth edition. The revisions were informed by changing goals of education in keeping with the changing needs of the society with changing time (Federal Republic of Nigeria, 2014).

At tertiary levels of education and universities in particular, educational provision was purposeful. Federal Republic of Nigeria (2014: Section 5 No 86a) declared that *"university education shall make optimum contribution to national development by: intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation;"* This showed that university education contributed to human survival. Anthony & Okon (2010: 113) affirmed that *"universities are important institutions for the survival and development of the society"*. By implication, it equipped, informed and transformed individuals for greater future-live opportunities. Odo (2015: 68) added that *"it equips individuals with the ability that enables them explore the world and manipulate it for their survival"*. Continued, *"education enables individuals cultivate good habits and develop the right attitude to work and life as good citizens"*. University education is saddled with responsibilities for manpower development in the nation, teaching/learning, books/ research-paper-publications, community services, problem-solving-practices, etc. The universities achieved these responsibilities with students' performances through examinations.

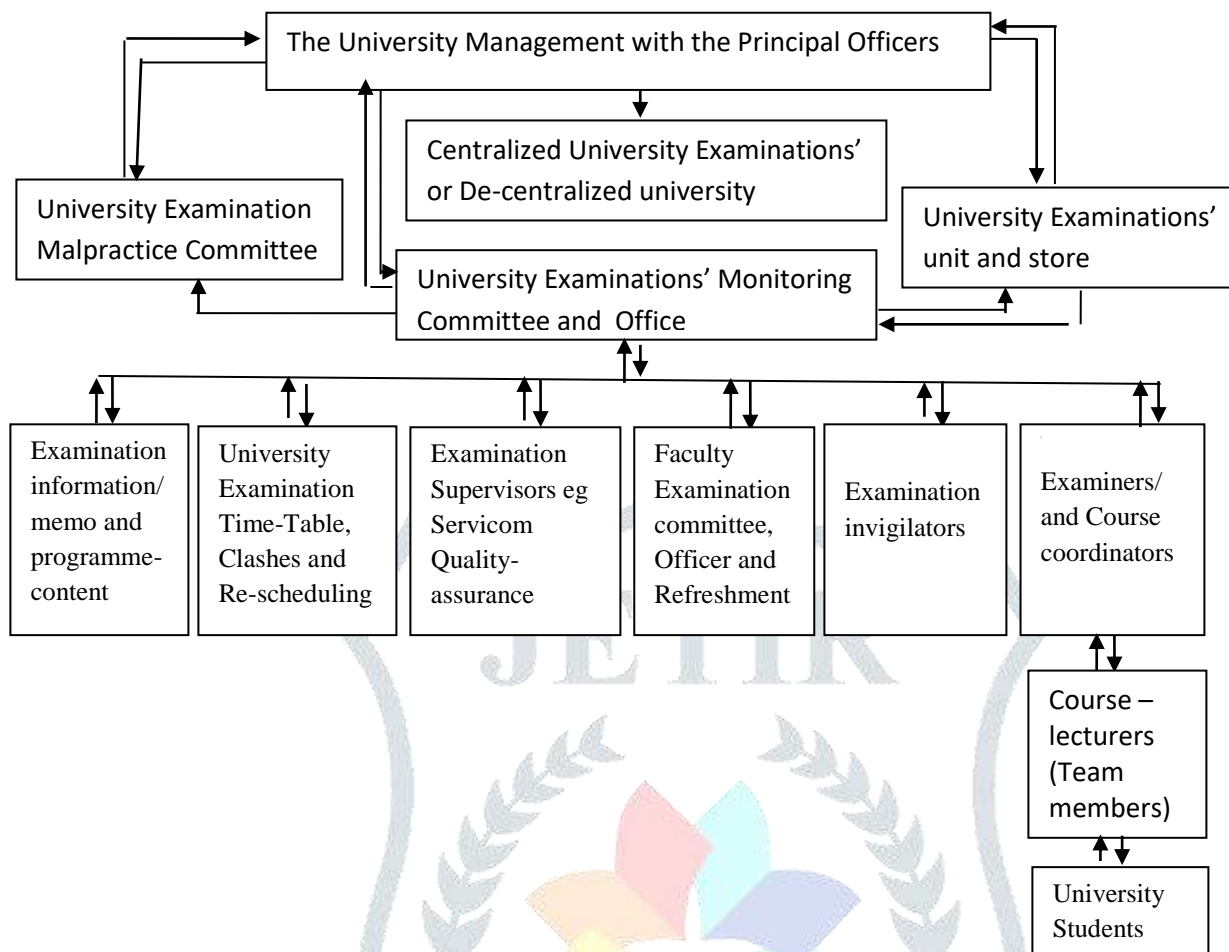
Examinations can be defined as assessment-exercise and criteria mapped out for determining certain grades of academic achievement of the students during the period. Examination was the procedure of finding out the outcome of learning over time through written objective test and essays. It is administered internally, internationally and nationally (Simeon, 2019). Examinations were good determinants of achievement levels. Examination is the process through which students are evaluated or tested for quality or knowledge acquired within a specific time (Ndifon & Ukpebi, 2012). Examinations are synonymous to appraisals, evaluations or assessments. Assessments involves series of testing, measurement and organization of information collected in a way that facilitates evaluation (Nkwocha, 2015). In assessments, the assessors were the examiners. According to Offor (2019:409) *"assessment is the process that provides evidence of teaching and without which it is difficult to ascertain that teaching took place"*. During examinations, the concerned candidates were expected to have prepared ahead-of-time through adequate teaching/ learning processes in line with the requirements. The outcomes of examinations were sources of encouragement to serious minded university scholars.

One of the major herculean functions of the universities was examination. University examinations can be described as the systematic processes of determining the students' achievements on their three learning domains based on their academic and social expositions. University examinations are critical and meticulous processes that served as the 'life wires' of the universities and can make or mar the individuals, university systems or the society. The Examinations were conducted with highly established protocols which helped in successful achievement of well articulated university examination goals. Examination protocols were systems of rules and regulations that explained the correct conducts and procedures for examinations that needed to be followed by examination participants in the universities. The examination periods were the students' evaluation periods set aside academically to ascertain their individual learning-outcomes / achievement levels.

Unfortunately, many university undergraduate students taught, trained and prepared as the expected high-level manpower required in the country through learning-experiences and examinations seemed to have become mirages. The students achieved below expected standards with proven poor academic performances. There are frequent reports of decline of quality in the system (Udeme, 2019). High number of the university students often participated in examination misconducts during examinations. Amechi, Njoku, Nwebo & Cris-Opara (2019:304) frowned that "*examinations in Nigeria this days have become a mockery and a disappointment as a result of wide spread examination misconduct/ malpractice*". This showed that the anticipated academic achievements of the university students in terms of development in the cognitive affective and psychomotor domains have not been met. No wonder, some of Nigerian graduates of engineering (for instance) hardly repair common serviceable-wrist-watches, small-personal-power-generators, etc. If lower-level-problems cannot be solved by the products of Nigerian public university systems due to impediments to excellent examinations, how possible could higher-level challenges in the society be considered by them of graduation? Akangbou (2020:62) lamented that "*the education of the total man involves developing three domains which are cognitive, psychomotor and the affective*". By implication, the university examinations with managerial protocols have encountered hitches, which seemed to have rendered the examinations somewhat invalid. Amaechi, et al (2019) pointed-out that "*an examination can be valid and reliable if it performs what it is designed to perform with consistency of measurement*". This showed that invalidity of any group of examinations was caused by certain impediments. According to Cambridge-Academic-Content-Dictionary, "*impediment is defined as something that makes progress or movement difficult or impossible*". The impediments were obstacles to well articulated examinations.

In public universities where centralized or de-centralized examinations are operated, impediments to successful examinations can be defined as hindrances or obstacles to achievement of well articulated university examinations within specified period of time. The impediments included: prolonged examination protocols, poor supervisors' attitudes during examinations, cheating by students, etc. They have capacities to mar academic activities of the universities and professional goals of the individual students. A centralized examination system involved one source of direction and influence, such that every aspect of the university examination received attention from one office. The office supplies all examination-related resources and information. On the other hand, de-centralized examination featured related programmes, departments and faculties with limited centralized authority. Presently, most public universities operate de-centralized examination system and protocols. Whether a university operated centralized or de-centralized examinations, the indispensable examination groups included: (1) University Examination Committee (2) Examination information/memo and programme-content (3) Examination time-table, clashes and re-scheduling Committee; (4) Examination materials' procurement, distribution and coordination & (5) Faculty Examination Committee and Examination Refreshments; (6) Examination supervisors, (7) Invigilators and (8) Examiners and Examination-question-papers with their mass-production processes.

University Examinations and interactions



Source: Researchers' self-structured university examinations interactions

It became pertinent to look at the above examination terms in details. University examination information/memo and programme-contents: One of the positive steps usually made by the university managements before examinations was creation of awareness for the examination period. The university managements did that by disseminating appropriate examination information three weeks as reminders in line with academic calendar. The memorandum was circulated to all the units, departments and faculties including, Works and planning-unit for timely release of vehicles, stand-by-generators, clinic-ambulance and security for necessary actions, etc. The store / examination-unit were notified for necessary and adequate examination-material procurements before the examination periods. The faculties' examination committees with the officers wrote and indicated their examination requirements. By such notifications, everybody became aware of it. During the period, transportation services for core-examination-staff of the universities were not left out. The memo first got to examination time-table-committee.

The Examination Time-Table Committee (ETTC) ensured that clashes and re-scheduling were properly done on time. It demanded that all the university courses be scheduled on the university-wide examination time-table based on the available facilities in the universities. The facilities were: classrooms, lecture halls, laboratories, Information and communication technology (ICT) unit and laboratory, auditoria and convocation arena, etc. The university ETTC and the chairman contributed effectively and efficiently during university examinations. They highly discouraged procrastination and postponement of scheduled examinations by both staff and students thereby reducing demoralization amongst the students in writing examination already prepared. They scheduled examinations at various venue/ places and times, based on students' population and course credit-units semester by semester. Two distinctive semesters (First and Second) existed in university examinations per session. During the first semester examinations, all the first semester courses notified in their course specifications taught with credit units were examined in line with

the management decisions. When the university-wide examinations' time-table was published, the ETTC signaled all lecturers and examiners to study and report any noticeable clashes observed. The observable/ reported clashes were corrected and rescheduling for achievement of hitch-free examinations. Examinations cannot be conducted without examination materials' procurement, distribution and coordination.

The Examination Materials Procurement, Distribution and Coordination (EMPDC) are indispensable practices for university examinations. The procurement unit, examination units/ and the store keepers work as directed by the Vice-Chancellor through the registrar. The required examination materials were procured for distribution based on the statistics of the university students, and courses to be taken in various faculties and programmes with contingent examinations and carry-over courses. The population of the students-level-by-level, faculty-by-faculty with the final estimation of the total number of the university students determined the quantity to be procured. They ensured that under-estimation of the examination requirements were avoided during examination-periods. After the procurements, the materials were packed in the university store, waiting to be supplied to faculties on demand. The materials were carefully organized and properly secured. The coordinator of the examination materials' distribution needed to be responsible, proactive and accountable in all functions for goals actualization. Since, the university examinations usually started on Mondays, it became necessary to have at least released the required examination materials to the faculties against Monday morning. The included: answer scripts/ booklets (students' evaluation materials or teachers' judgmental booklets for grades' justifications). During programme accreditation in the university systems, the answer booklets were used to determine the academic performances of the students and the teachers' judgmental criteria with mechanisms (marking guides). Other examination materials include: graph booklets/ sheets, cartons of A4 papers, big-brown-envelops, markers, drawing sheets, twines, etc.

Examination refreshments / entertainments for scheduled Faculty and Departmental Supervisors, Invigilators and Examiners. The examination officials were entertained at the end of each of the examinations. Faculty examination committee members ensured that assigned officials collected whatever share of refreshments approved by the management. The refreshments ranged from packaged-cooked-food with drinks of malt and water to one packet piece of small Biscuits and single-can-water or money-equivalents) for each of the examinations participated-in. The edible parts of the examination refreshments were critical, but served as sources of encouragement to the concerned staff. The refreshments were their academic entitlements, the essence was to make them happy at the end of the examination exercise. Some of them preferred to be entertained at cafeteria. Others preferred money-equivalent to faculty-based refreshments. The refreshments provided limited level of sustenance to participated staff members particularly, examinations' monitors, supervisors, invigilators and examiners.

University examination supervision, invigilation and examiners' functions were very important. Examination supervision can be described as a leadership function and systematic process of assisting in students' evaluation for achievement of examination objectives within the specified periods. The examination supervisors work to ensure that the examination protocols and procedures were properly followed by going round the examination venues, making sure that the examinations were properly carried out. The examination supervisors were scheduled outside the concerned faculty-domicile examinations and were notified before the date of the examinations They included: the Servicom personnel members, the Quality assurance personnel members, etc. They were expected to provide evidences of participating in the supervision by ensuring that names of examination-participants, dates and venues of examinations were properly recorded and submitted as supervision reports. The essence was to achieve university examination-set-objectives without hitches.

Examination invigilation is a formal process of examination function that required the assigned invigilators to ensure that the students' did not derail from the rules and regulations guiding examinations in the university till the end of the examination processes. The invigilators were usually selected from the departments or faculties where the examination was domiciled. They were responsible for checking-in of the students before the starting of a given university examination. They were expected to critically observe

and scrutinize the students (examinees) where necessary to avoid hitches in the examination processes. They worked to ensure that there was success in the examination and on no condition must the invigilators absent from school or left the assigned examination hall(s) without permission during examination. Such attitudes or related cases attracted sanctions, and examination cancelations in the university. Examination invigilators were not expected to take back-sitting posture to the students, pretend not to have seen any of them or stage-out discussion with a colleague. These constituted hitches to successful university examinations.

The university examiners can be described as the university professionals. They were professional teachers, senior colleagues and course-coordinators that proactively set the examination-questions in line with bloom's taxonomy with emphases on the course specifications taught. The examiners expected the supervisors and the invigilators to carry out the needful practices during examinations and expected the students to have acquired the examination rules and regulations. Again, the examiners expected the invigilators to be present as scheduled and must not be carried away or distracted by their phones or frivolities. The examiners ensured that adequate Answer-scripts and Question-papers were duly provided for the examination. Also, as the coordinator and part of the course-teaching-team, the examiners got the Question-paper(s) vetted. The vetting of a university semester-examination- question-papers usually took place in the concerned department by the Head of Department and selected number of senior colleagues. Usually, university examination question papers were set by the assigned teachers for the course as taught covering the relevant topics. Before the examination, the course-coordinator needed to direct other members of the team to set their questions (maximum of 3based on team-number) and submit for vetting. The course-coordinator arranged, typed, printed a sample and invited the team-teachers for final perusal and acceptance before it was submitted to the Head of Department for vetting. During the vetting, errors in the sample question-paper could be identified with red-biros and given back to the course coordinator to effects corrections where necessary after which final examination question-papers were produced and a copy submitted to the department for confirmation of the vetting. Few hours before the examination, a copy of the vetted question paper was carefully mass-produced in the department or Faculty based on the number of the students who were to take the examination. On the examination day, after orderly screening/ checking-in of the students, the examination question-papers were timely administered with answer scripts by the help of the invigilators and supervisors. It was the vetted copy of the Examination question-papers that the students were given at the time of the examination in the university. The essence of such formal, rigorous practices was to achieve the expected goals and for verifications, accreditation and standardization of the examinations.

There were examination rules guiding the university examination question-papers. University examination question-papers can be defined as the core assessment sheets / papers that contained the questions used to examine the students in specific area of study. The rules guiding such papers in the university systems included: The examination question-papers were photocopied few minutes before the examination time. It was the responsibility of the examiners to ensure the security of the question papers. The examiners were not expected to mass-produce them outside the concerned Department, Faculty and University's Examinations' Monitoring Committee's Office. The examiners must not expose the examination question-papers before the examination period. On no account must the examiners cause leakage of the examination question-papers. Mass-production of the examination question-papers at business center was at the examiners' risk. There were high tendencies of modern sensitive copiers to store and reproduce any examination question paper photocopied in them and such action can be implicative. Irrespective of mechanism applied, the Examiners needed to be very careful and the place remained out of bound for students. Technically, some of the students can be smarter than some of the university teachers and can easily and silently snap examination question-papers in the hands of the examiners as they waited for the mass-production. The University's Examinations' Monitoring Committee Members hardly tolerated any action against university examination rules and regulations.

University Examination Monitoring Committee was the committee that comprised the leading functionaries for all university-wide-examinations. The committee-scheduled high-level examination monitoring throughout the university examination periods.. The committee collected and collated all

examination malpractice-cases and submits same to the disciplinary committee of the university and finally provided the examination reports at the end of the exercise. They ensured that the supervisors, invigilators and examiners did the needful and that the students behaved themselves and observed examination rules and regulations for success achievement. They discouraged every aspect of examination-misconducts, inhumane attitudes and impediments to successful university examinations while promoting university management directives and goals actualization. It was quite discouraging to witness university-students' involvements in examination malpractices, especially when they have chances of becoming future leaders. University students' examinations had witnessed a lot of examination malpractices, and cancellations which culminated in wastage of resources.

University students' examination malpractices can be described as obnoxious and cheating actions carried out by university students during examination periods. It was an illegal act directed at passing the university examination at all costs. Manasseh, Okwori, Nder & Eru (2018:56) opined that "*examination malpractice is a broad name for all forms of misconduct, which include cheating, copying, spying, being in possession of unauthorized materials, use of handsets and impersonation*". It implied an act of defaulting in examination guiding rules and regulation. Ezeude as cited in Odo (2019:67) "*examination malpractice is an act of deliberate wrong doing contrary to official examination rules and regulations designed to place some candidates at unfair advantages or disadvantages*". Examination malpractices hindered students from becoming effectively transformed in the universities. No student caught, was acquitted without the due process. University students' examination malpractice can dent one's integrity in the university, deprive the student from graduating at the appropriate time and cause drop-out syndrome because of shame. Taking part in it can cause poor acquisition of both sustainable and employable skills that remained impediments to successfulness in life.

Currently, examination malpractices had permeated across levels of educational systems in Nigeria. Researchers in different studies confirmed that the problems were prevalent at secondary schools. Okem (2018) and Solomon (2018) "*expressed displeasure on the high rate of examination malpractice in most secondary schools as well as the naivety of some students and products of the system*". West Africa Examination Council (2014) revealed that "*many students recopied a particular passage into the answer booklets indicating their lack of understanding of the questions asked.*" Many of the students did not write the examinations independently. Obioma & Salau (2007) found that "*misconduct in examination halls today could be attributed to crave to obtain certificate*". Certificate acquired without commensurate knowledge and skills in the three learning domains of the concerned individuals was caused by certificate-mania. Merriam-webster's dictionary defined 'mania' as "*excitement manifested by mental and physical hyperactivity, disorganization of behavior and elevation of mood*". It was a certificate acquired through mood-swings and socio-physiological reactions in the university systems. Universities usually worked against examination malpractices. Alex Ekwueme Federal University Ndufu Alike (2014:44) warned that "*the university relies on the continuing good sense and devotion to duty of every employee to ensure that cases which may require disciplinary action are reduced to the barest minimum*". By that, members were discouraged in malpractice

University students to be eligible to write university semester examination needed to have made 75% lecture attendance and the group needed to have properly registered in the discipline and university fully. Onwudinjo (2020:71) pointed out that "*university candidature in a programme of study is a product of endowments with self acclaimed virtues, not vices*". Members of the admitted group of university students needed to have made declaration to maintain the university rules and regulations including examinations, obtained clearance for fees payment before semester examinations. During examinations, the students were expected to enter the examination venues with the following items: Biros, Mathematical-set, Calculator, Wrist-watch and School-fees-clearance-card/form endorsed by the Bursar or delegated bursary-staff. Where departmental uniforms/ laboratory-coats were preferred, the uniforms/laboratory-coats become the students' examination attire. However, where the students were instructed to come along with graph-sheets, the Examiner needed to have signed on the graph-sheets provided to avoid smuggling in unauthorized examination materials into the hall.

At first, when a university student was caught in examination malpractice, a malpractice-form was compulsively offered to the student to fill and sign after which it was countersigned and submitted with the exhibit (evidence of participating in examination malpractice). The invigilators/ supervisors countersigned after making claims of what the student did or was doing at the time he/she was caught. They were expected to have submitted them to examination Monitoring Committee's office. The Secretary of the committee collected and reproduced three copies of the case (One each for the core-witness, head, and the Dean of department of the student). The original copy remained with the committee only to be collected, collated and submitted to the University's Disciplinary Committee (UDC) at the end. The committee secretary wrote and compiled the report and signed with the chairman. The Chairman had to present the examination-report with the exhibits in a viable form at the next Senate Meeting before submitting to UDC. It was the responsibility of the University's Disciplinary Committee to invite the concerned student(s) that defaulted for disciplinary action(s) after the semester examinations.

The outcomes of such invitation determined whether the concerned student merited expulsion, repeat of a semester, session or pay-money-equivalent for the offense committed during the university examination. Whatever action taken was dependent on the gravity of the offence committed. These impediments pose a fresh challenge to educational management globally and cannot be ameliorated or eradicated by one university alone. Nwiyi & Asawo (2018:38) concord that "*many of the world's greatest challenges, ranging from health, environment, security and so on, are beyond the ability of any single nation to confront, and as such require trans-national cooperation*". If nothing can be done to these pressing issues in public university systems, projecting excellent university education through quality examination practices is impossible. Dabu, Simeon, Nyamngee & Moze (2018: 247). confirmed that "*conventional universities in Nigeria are fast losing capacity to cater for contemporary demands for university education in Nigeria*". If the public universities in Nigeria hardly effectively managed university examinations which were the highest acceptable parameters for academic grading, they have completely lost quality. Consequentially, escalation of these problems to uncontrollable stage exposed bound trans-generational effects of the impediments to excellent examinations and the students' examination malpractices in public universities. It was against this background that the researchers were fascinated to choose the topic with two specific purposes of the study (1) To examine the relationship between impediments to excellent university examinations and the students' examination malpractices in the selected public Nigerian Universities. (2). To examine the coefficient of the relationship between impediments to excellent university examinations and the students' examination malpractices in selected public Nigerian Universities, if any.

Methods of the study

The design of the study was correlation research design. The area of the study was Nigeria with emphases on four selected public Nigerian Universities (Alex-Ekwueme-Federal University Ndufu Alike (AE-FUNAI), Federal University of Technology Owerri (FUTO), Nnamdi Azikiwe University (NAU) and University of Nigeria Nsukka (UNN)). The population of the study comprised the university examination officials (10,451) and the undergraduate students (54,445) which were 64,896 individuals. The sample was 398 selected using Yaro-Yamane Formula and random sampling technique. Method of data collection was face to face administration of a 5-point-rating scale of the Linkert-type. Validity of the instrument was done by 4 experts (2 in educational measurement and evaluation and 2 in educational management and planning). The reliability index of the study was .721 at $P < 0.05$. It showed a positive significant relationship. The null hypothesis formulated was rejected and its alternative accepted at $P < 0.05$. Howitt (2016) and Okonkwo (2016) posited that "*coefficient alpha ranging from 0.8 to 1.0 is very high and shows that the instrument is reliable*". Methods of data analyses were: Pearson's Product Moment Correlation Coefficient and Statistical Package for Social sciences (SPSS).

Results

Table 1: The relationship between impediments to excellent university examinations and the students’ examination malpractices in the selected public Nigerian universities

Correlations			
Variables		Pearson's (rho)	The relationship between the impediments to excellent university examinations and examination malpractices
	Pearson Correlation	1	.856**
Pearson's (rho)	Sig. (2-tailed)		.000
	N	7165	5174
	Pearson Correlation	.856**	1
The relationship between the impediments to excellent university examinations and examination malpractices	Sig. (2-tailed)	.000	
	N	5174	5174

** . Correlation is significant at the 0.01 level (2-tailed).

Table one above showed that there was a significant positive relationship between the studied variables at an alpha level of 0.05. The first null hypothesis was rejected and its alternative accepted.

Table 2: Showed the coefficient of relationship between impediments to excellent university examinations and the students’ examination malpractices in the selected public Nigerian Universities,

Correlations			
Variables		Pearson's (rho)	The relationship between the impediments to excellent university examinations and examination malpractices
	Pearson Correlation	1	.856**
Pearson's (rho)	Sig. (2-tailed)		.000
	N	7165	5174
	Pearson Correlation	.856**	1
The relationship between the impediments to excellent university examinations and examination malpractices	Sig. (2-tailed)	.000	
	N	5174	5174

** . Correlation is significant at the 0.01 level (2-tailed).

Table two above showed that there was a high positive correlation coefficient between the two variables studied (.856). The second null hypothesis was rejected and its alternative accepted at an alpha level of 0.05.

Tables and Figures in the study

Table 1: Showed the selected public Nigerian universities studied

The selected public universities in Nigeria									
The universities	Frequency	Percentage	Valid Percentage	Cumulative Percentage	Bootstrap for Percent ^a				
					Bias	Std. Error	95% Confidence Interval		
							Lower	Upper	
Alex Ekwueme Federal University Ndufu Alike ((AE-FUNAI)	1	25.0	25.0	25.0	-.4	21.5	.0	75.0	
Federal University of Technology Owerri (FUTO)	1	25.0	25.0	50.0	1.5	22.3	.0	75.0	
Nnamdi Azikiwe University (NAU)	1	25.0	25.0	75.0	-.9	21.2	.0	75.0	
University of Nigeria Nsukka (UNN)	1	25.0	25.0	100.0	-.2	21.1	.0	75.0	
Total	4	100.0	100.0		-1.6	12.6	100.0	100.0	

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table 2: Showed the academic qualifications of the respondents

The academic qualification of the respondents in the selected public universities * The selected Nigerian public universities for the study Cross-tabulation

Count		The selected Nigerian public universities for the study				Total
Academic qualifications of the respondents		1	2	3	4	
The academic qualification of the respondents in the selected public universities	Graduate Assistants in the study	1	1	1	1	5
	Assistant Lecturers in the study	7	0	0	0	7
	Lecturer 11 officials in the study	10	0	0	0	10
	Lecturer 1 officials in the study	11	0	0	0	11
	Senior Lecturers in the study	13	0	0	0	13
	Associate Professors in the study	12	0	0	0	12
	Full professors in the study	6	0	0	0	6
	Undergraduate students	334	0	0	0	334
Total	394	1	1	1	1	398

Figure 1: Showed the gender/sex of the study

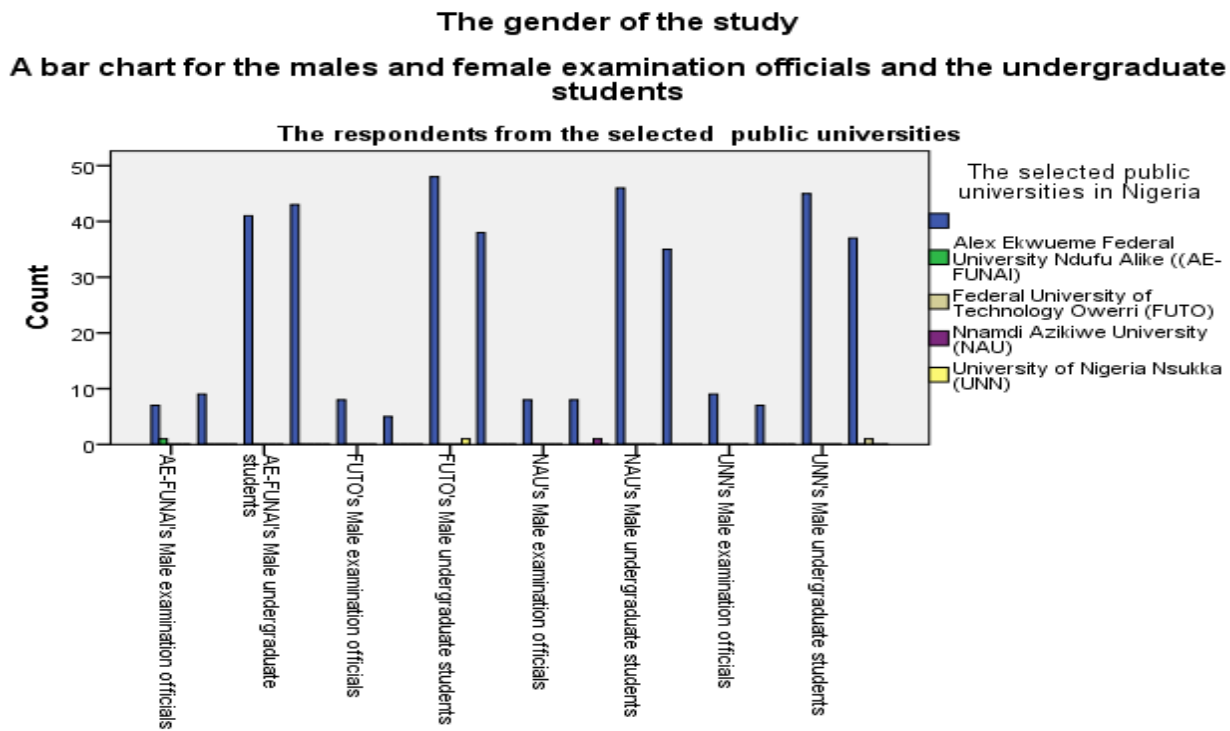
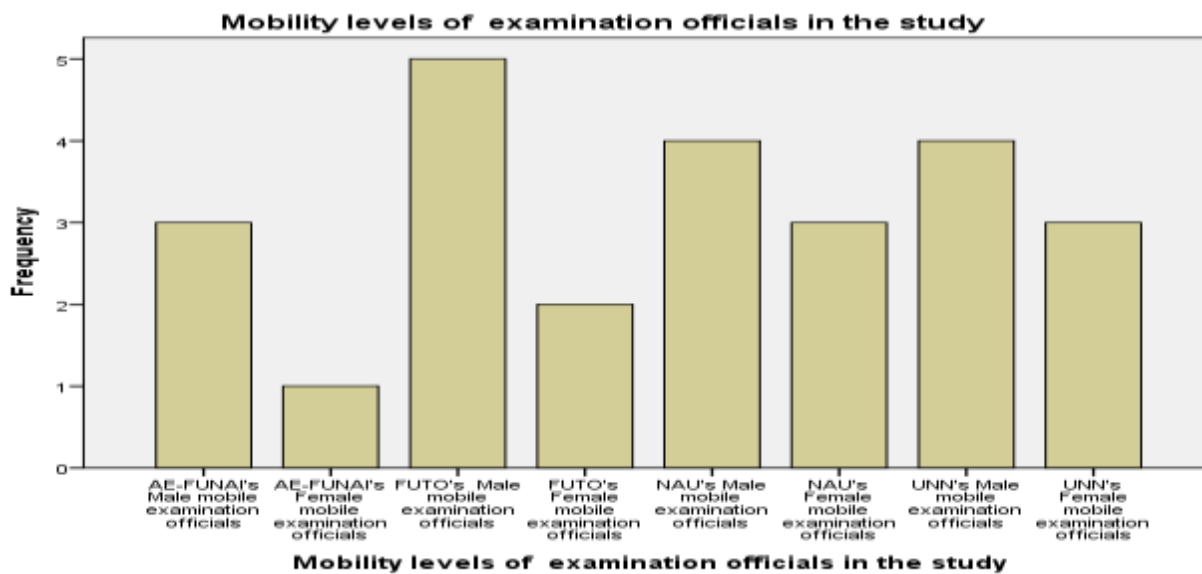


Figure 2: Showed the mobility levels of the university examination-officials' in the study



Discussion of the findings

The findings of the study revealed in research question one: that there was a positive significant relationship between the impediments to excellent university examinations and students' examination malpractices. This implied that the impediments to excellent university examinations contributed a lot in the occurrences of students' examination malpractices in public Nigerian universities Amaechi et al(2019) found "a significant relationship between management of misconduct of public examinations and quality assurance in secondary schools in Nigerian". This showed that excellent management of public university examinations was not only critical but labour intensive and demanded avoidance of every impediment to the success of the university examinations. The participants and examination-officials in particular needed to be proactive in discharging their examination related duties in public university systems.

Secondly the study revealed that there was a high positive correlation coefficient. The findings were in agreement with the findings of Amaechi et al (2019) who found “a positive correlation coefficient. amongst others. Continued, “that quest for certificate, present unemployment,, poverty, etc were factors that motivated them in practicing misconduct”. The findings showed that the studied impediments were the major causes of university students’ participation in examination malpractices. Efforts needed to be made in providing sanity in the university systems and to ensure that every hindrance to achievement of excellent university examinations was completely removed.

Conclusion

In conclusion, universities required efforts directed at eradicating impediments to excellent university examinations and students’ examination malpractices with keen commitment. If excellent university examinations were to be actualized without the aforementioned hitches for the benefits of all the students, parents, teachers, universities, communities and the nations at large, adequate synergy with global concordance was indispensable

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