**THE CHALLENGES OF CONDUCTING EXAMINATION IN TERTIARY INSTITUTIONS**

**A CASE STUDY OF AKCILS**

**CHAPTER ONE**

**GENERAL INTRODUCTION**

1. **Introduction**

Examination is an important part of higher education; it is a process of finding out the ability of a student. According to oxford dictionary examination is a formal test of a person's knowledge or proficiency in a subject or skill. If the purpose of examination can be argued to that of social goal, then, any action, intention or intentions aimed at frustrating this purpose is in effect anti-social and hence constitute a social problem. Examinations play vital roles not only in our educational system but also in the society as a whole. The society demands from its member’s adversity of specialized functions. In the Nigerian school system, various forms of examinations are noticed. These are the entrance examinations, terminal examinations and promotional examinations. Students are required to pass any form of examinations they partake in, but a little attention is given to the factors that make examination comfortable for both staff and students, so many challenges surround the examination with malpractice on top of the list, these challenges affects the student’s academic performance as well contribute to the growth of examination malpractice in the higher institutions.

In recent times, higher institutions in Nigeria have been facing a number of problems especially at the time of conducting examinations. These are largely manifested in inadequacies in the supply of basic instructional materials, facilities/infrastructure, and students’ over-population, accommodation for staff and students, cultism, violation of examination hall rules by some staffs, time abuse by staff and student, rescheduling of examination, examination malfeasance among others. Currently, the most disturbing of all these problems is examination malfeasance which has posed a new challenge in the administration of examinations. These problems needs to be successfully tackled by the higher institutions if they are to be rightly positioned to train the requisite high level manpower for the nation’s development and add to the existing body of knowledge (Egbule,2003).

Most of the higher institutions in Nigeria give more emphasis to tackling examination malpractice giving a little or no attention to other challenges facing the institutions (i.e shifting examination time or changing the examinations venue) which may in turn causes discomforts to the students as well as the management during examination and may enhances examination malpractice.

* 1. **Background of the Study**

Formal examination, as old as the 2nd century B.C., and as used by the Chinese Civil Service, can rightly be defined as the assessment of a person’s performance, when confronted with a series of questions, problems, or tasks set him/her, in order to ascertain the amount of knowledge that he has acquired, the extent to which he is able to utilize it, the quality and effectiveness of the skills he has acquired. During the 19th century, formal written examinations became regular in universities, schools, and other educational institutions.

Examinations were also increasingly employed for the selection of recruits to the civil service, and the professions, and to posts in industry and commerce. Over the ages, standardized testing has been the most common methodology, yet the validity and reliability of the expected range of contemporary assessment techniques have been called into question. Measurement of ability has always been an important part of the school system such that even the habitual absentees normally turn up to school and present themselves for testing on examination days (Emaikwu, 2011). The essence of testing is to reveal the latent ability of an examiner. The term ability refers to the characteristics of the examinees that the test is intended to measure. It includes factual knowledge, specific skills and general skills. For an examinees ability to be measured, the examinee has to respond to a simple question.

Examination as a tool of testing, evaluating and assessing the capability of individuals employ the use of oral and writing questions, quiz, assignments or physical/psychomotor and effective abilities in human learning developments. Evaluation, assessment and measurements or any related concept which has to do with the process of using test, and other non-test method as tools for determining worth or value of something, an evaluating the effectiveness and success of program, finding out the extent at which achievement of the objectives as well as taking decisions about performances play invaluable roles in educational systems.

In the light of the above, examination should be conducted in a good and conducive environment so that the students writing the examination will be comfortable and be able to perform to the best of their ability.

* 1. **Statement of the Problem**

Conducting examination in Aminu Kano College of Islamic and legal studies (AKCILS) is faced with a lot of challenges; students, staff as well as the examination management officers contribute to the development of such problems, for example, a lot of cases regarding missing script of students keep happening all the time. Furthermore, during the period of examination in AKCILS, a great number of students come to the examination venue late as a result of changing examination venue at last minutes, a lot of students are seen roaming in group searching for the new examination venue, in some cases the students who come to the venue, they find out that the seats are occupied, most of the times, a new venue will have to be allocated for them. This adds to complications in compiling the answer sheets of the students because the students are dispersed and as a result, missing script issues keeps increasing.

From another point of view, examination management office play a vital role in promoting challenges during examination, because examination officers, staffs and invigilators are over-stressed with a lot of work, for example, a single invigilator may invigilate two to three examinations a day, as a result, the invigilators will be over-stressed, exhausted, and sometimes this makes them to be furious or disturbing. In addition, some invigilators violates the examination rules by shouting at some misbehaving students distracting the attention of others, sometimes checking for examination malpractice leads to disturbing situations in examination halls.

 Furthermore, the examination officers at times keep the invigilators as well as the students waiting for the question papers and answer sheets to arrive, sometimes either question papers or answer sheets tend out to be short, that is to say, the question papers or answer sheet is not enough to distribute to the all students, this keeps some students waiting and sometimes brings about chaos in the examination hall.

In addition, examination cards are distributed to the students of AKCILS before the beginning of examination, in most cases these examination cards are distributed late, and some students do not get their examinations cards till the examination starts, and it leads to some students coming to the examination hall without an examination card, this adds to the elongated time of student’s verification.

This research work is aimed at assessing these challenges facing AKCILS during examination period as well as recommending some solutions that may reduce or eradicate most of the problems.

* 1. **Significance of the study**

The study will assist the guidance and counselors in exposing the psychological effect of these challenges to student during an examination. It will also enable the examination officers, invigilators and the examination management offices to know where to direct their attention to be able to contribute their own quota to the process of minimizing or eradicating inconveniences during examination. The study will enable the examination body to better manage the challenges of examination at management level.

* 1. **Objectives of the study**

The broad objective of this study is to assess the challenges faced by higher institutions during examination. However, the study specifically seeks to:

1. To assess the effect of inadequate answer sheet and question paper to the timing of examinations.
2. To examine how shifting examination time or changing the examinations venue increases lateness and missing scripts.
3. To examine how stress on invigilators and other staffs affect the examination timing.
4. To identify the effect of the untimely distribution of examination card on the examination.
5. To determine how external disturbance affect students during an examination.
6. To identify the effects of other activities by invigilators and other staffs on the stability and compatibility in the examination hall.
	1. **Research questions**

Based on the research objectives, the study will try to answer the following questions.

1. To what extent wrong timing or lateness affect students in an examination?
2. What are the effects of poor examination atmosphere on the performance of students in an examination?
3. What are the effects of external disturbance on the performance of the students during examination?
4. To what extent the disturbing invigilators affect the stability and compatibility of students during examination.
5. What is the effect over working the invigilators on the examination processes?
	1. **Scope and Limitation of the study**

The scope of this research work research work is design to find out the challenges of conducting examination in tertiary institutions as well as recommend some possible solutions to the problems. The study is limited to Aminu Kano College of Islamic and legal Studies, Kano.

* 1. **Definition of terms**

**Examination:** According to Boniface (2010) Examination is an instrument for assessing, evaluating and accrediting students for the purposes of selection, placement, promotion and certification.

**Challenges:** (the [situation](https://dictionary.cambridge.org/dictionary/english/situation) of being [faced](https://dictionary.cambridge.org/dictionary/english/face) with) something that [needs](https://dictionary.cambridge.org/dictionary/english/need) [great](https://dictionary.cambridge.org/dictionary/english/great) [mental](https://dictionary.cambridge.org/dictionary/english/mental) or [physical](https://dictionary.cambridge.org/dictionary/english/physical) [effort](https://dictionary.cambridge.org/dictionary/english/effort) in [order](https://dictionary.cambridge.org/dictionary/english/order) to be done [successfully](https://dictionary.cambridge.org/dictionary/english/successful) and [therefore](https://dictionary.cambridge.org/dictionary/english/therefore) [tests](https://dictionary.cambridge.org/dictionary/english/test) a person's [ability](https://dictionary.cambridge.org/dictionary/english/ability):

**Higher Institution:** Institutionsbeyond the secondary level, especially education at the college or university level.

**CHAPTER TWO**

**LITERATURE REVIEW**

1. **Background of the Study Area**

Aminu Kano College of Islamic and Legal Studies Kano was established in 1976 as a training center under Kano State Judiciary in order to train middle level personnel for the area courts (now Shari'a Courts). it was located within the School for Arabic Studies (SAS), Kano as its temporary site with four teaching staff and twenty students. In 1978, following the submission of the Aminu Kano Education Review Committee Report, the Government merged the state owned tertiary institutions under a single umbrella named Kano State Institutes for Higher Education (IHE).

In 1987, the institution for Higher Education was broken into three autonomous bodies Viz: Kano State Polytechnic; Kano State College of Arts, Science and Remedial Studies and Kano State College of Education with campuses at Gumel and Kumbotso.

Under that dispensation the college found itself under the Kano State Polytechnic with the name of Aminu School of Islamic Legal Studies (ASILS). In the year 2000 ASILS gained autonomy and was excised from the Kano State Polytechnic and named Aminu Kano College of Islamic and Legal Studies (AKCILS). In 2006 a new law was enacted by the state government with a slight change in the name of the College that is Aminu Kano College of Islamic and Legal Studies, Kano. In 2012, the approval was granted to the College by the National Commission for Colleges of Education (NCCE) to run the NCE programme (Garba, 2012). By then the NCE student’s unionism was started.

* 1. **Conceptual Framework**
		1. **Concept of Examination**

Boniface (2010) viewed Examination as a formal test of knowledge of a person, his skill or ability in a particular subject at a given time. The assessment can be informal, formal, or related practical exercises.

Also, Examination is also an instrument for assessing, evaluate and accrediting students for the purposes of selection, placement, promotion and certification. The term examination is an inevitable measure of abilities in literate and illiterate environment. As such, a credible examination must possess key elements as validity and reliability. These elements could be achieved if the examination is free and fair, devoid of cheating, pranks and all sorts of malpractices. Lodeji (2005) maintained that examination is a system applied by teachers to assess if what was taught had been leant or the evaluation of their methods and to make decisions and modifications if necessary. In this regard, teachers use examination as an instrument for evaluating learning process and in making vital decisions.

Other experts regarded examination as an organized assessment technique, which present individuals with series of questions geared towards ascertaining the individuals acquired skills, abilities and knowledge to utilize them effectively.

This is probably why Onyibe etal (2015) perceived examination to not only serves as a feedback for the trainer to ascertain the level of knowledge acquisition but also serves as a measure of knowledge retention by the trainee. In an academic or professional context, examinations are tests, which aim at determining the ability of a student or a prospective learner.

Examinations are usually written tests, although some may be practical or have practical components, and vary greatly in structures, contents and difficulties depending on the subject and the age of the tested persons and the profession.

Fagbemi (2002) considered examination as oral, practical or written exercises administered on learners to ascertain existing skills and competencies. It provides vital pieces of information on the state of the overall educational attainment of the examinee. This is in reference to the Wheeler‟s Curriculum Model, which recognized as part of teaching and learning processes in any educational industry.

* 1. **Review of some related literature**

Odia and Omofonmwan (2007) present a paper titled *Educational System in Nigeria Problems and Prospects* which examines the problems and prospects of education in Nigeria. This research explores that, Education is the bedrock of development. But unfortunately Education in Nigeria is bisected with myriads of problems. These includes; poor funding and thus poor educational infrastructures, inadequate classrooms, teaching aids (projectors, Computers, Laboratories and libraries), paucity of quality teachers and poor/polluted learning environment. In addition to these inadequacies, our school system is plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption. For meaningful development to take place in the educational sector; the government needs to re-address the issue of funding. Private educational investors, teachers! Parents/guidance and students/pupils need a reorientation towards achieving the goals of education. Also education must be made affordable for all and sundry. The current monolistic approach to knowledge acquisition must be changed. Technical education and innovation/adaptation centers must be encouraged and well funded, if this nation must move out of this present technological and scientific dependence. Government and the organized private sector must as well fund research programmes, inventions and mass production of invented products.

A research was conducted by Henry O. Owolabi (2016) titled *A pilot study of the challenges and prospects of continuous assessment implementation in Nigeria***.** This study obtained basic information from teachers and students on the challenges and prospects of implementing continuous assessment in the Nigerian school system. Secondary Schools in Ilorin, the capital city of Kwara State, located in the central region of Nigeria were sampled for use in the study. It employed survey research design executed through the collection of ex post facto data. Two hundred and forty respondents comprising one hundred and twenty teachers and one hundred and twenty students were respectively sampled and used as subjects in the study. Two questionnaires, one for teachers and one for students, were developed and used to collect data which were analyzed using mainly percentages.

Findings show that the greatest challenges of implementing CA in Nigerian secondary schools include poor level of preparedness for tests on the part of students, poor test administration procedures, poor handling of scores and feedback to students, poor coverage of instructional contents by test contents, large classes, inadequate time for tests and lack of knowledge and skills of the appropriate evaluation techniques. Respondents suggested that time should be given to implementing CA, teachers should be adequately trained in the techniques of evaluation, relevant modern technology for its conduct and recording should be provided for teachers. It was discovered that Nigerians know that CA possesses some prospects if properly implemented. These include reducing examination malpractices, engendering quality study habit in the student, improving educational and learning outcomes attainment among others. It was thus recommended that teachers should be given relevant training on modern evaluation techniques and schools provided the enabling environment for CA to work.

Paul etal (2013) research titled *Managing Examination Crisis: The Menace Of Examination Malpractice in Nigeria* explores that; Education is the most significant part of human resource development practice that enables organizations (both public and private) to deal with their competitive challenges. The target of Human Resource Development is to develop the workforce so that organizations and employees can accomplish work goals. However, this paper is concerned with what it identified as now scarcity of skilled manpower, dearth of scholarship and inability to quickly react to dynamics of the world advancing organizational system among young school leavers in Nigeria due to rampant examination fraud in Nigerian educational system. This is prevalent amongst young school- leavers who have attempted at working in the public and private organizations. The paper examined this issue and suggested among others that certificates should not be the sole determinant of recruitment and selection processes into Nigerian workplace.

Akindele and Fasakin (2014) presented a research on *constraints to education development and way forward in Nigeria,* the research indicates that, The case of education in Nigeria can be likened to a seed that falls among thorns on the soil, such that when it germinates and continues to grow, the growth is abnormal to the extent that it cannot bear good fruits. Since the advent of western education in Nigeria in 1842, all has not been well with it. It has been facing many crises which have not been allowing it to develop. In this paper, the constraints to education development in Nigeria such as: inadequate access to schools, inadequate funding, inadequate and decay infrastructural facilities, inadequate, low quality and non commitment of teachers, poor academic performance of pupils and students, inappropriate curriculum, corruption, among others were examined. To reposition and move the education forward, government, educational institutions’ administrators, students, parents, and other stakeholders in education have roles to play. In particular, government needs to allocate more fund to education sector, recruit qualified teachers to curb the present shortage in schools, improve teachers' welfare, train and retrain teachers so that they can cope with new challenges, provide adequate infrastructural facilities in schools, curb corruption as well as examination malpractices.

Patricia etal (2015) researched on Challenges Encountered Using CBT by 2015 UTME Candidates in Owerri Zone One, Nigeria: Test Validity Implications; This research investigated challenges encountered using CBT by 2015 UTME candidates in Owerri zone one and examined their implications on the test validity. Survey design was adopted. The population of the study comprised 1,006 SSIII students in public secondary schools in Owerri zone one who took 2015 UTME. The sample comprised of 20% of the population selected using stratified random sampling and simple balloting. Seven research questions guided the study. A Likert-type questionnaire was used for data collection. Mean scores were used for data analysis. Among the challenges identified were; insufficient computers and computer centers, power failure, candidates' incompetence in use of computers, posting of candidates far from home by JAMB and unfavorable timing of exam sessions. The study concludes that these challenges hinder test validity. The implication is that candidates in Owerri zone one centers would have performed better than they performed in 2015 UTME if they were examined under a conducive exam environment. Some recommendations made are: Construction of more computer centers, provision of more computers for UTME and enhancement of power supply by the Government, posting of candidates close to their homes and postponement of use of CBT for UTME by JAMB till the identified challenges have been curbed.

In his research, Bamidele Abiodun Faleye (2005) titled *establishing and maintaining standards in nigeria’s senior school certificate examinations: the challenge of malpractice.* Argued that Examination malpractice includes any act that is contrary to the rule guiding the smooth conduct of a test perpetrated by an individual or group of persons within or outside the test venue. Evidence abounds in literature to support the assertion that examination malpractice is perpetrated in almost all facets of testing, the Nigeria’s Senior School Certificate Examination (SSCE) inclusive. The SSCE is a standardised summative and external examination taken at the end of the last (i.e. third) year of senior secondary schooling. The maintenance of standard in the SSCE includes but not limited to the strict observance of the rules guiding the proper development and safekeeping of the items, tamper-free distribution to the custodian centers and also, a malpractice-free administration.

This paper identifies what constitute examination malpractice in Nigeria, the incidence of examination malpractice, those involved in examination malpractice, new strategies of perpetrating examination malpractice and efforts being made to eradicate or reduce the menace. The paper also discusses the implication of examination malpractice on the establishment and maintenance of standards in the administration of the SSCE in Nigeria.

Data for the study were collected from records obtained from sources like National Examinations Council’s records, journals, newspapers, magazines and electronic sources. Suggestions aimed at reducing malpractices and enhancing good standards at the SSCE and other public examinations are offered.

A study was conducted by Nwokora Boniface (2010) titled *Assessment of the implementation of government measures for controlling examination malpractices in Ebonyi state secondary schools.* The study was carried out to investigate assessment of the implementation of government measures for controlling examination malpractices in Ebonyi State secondary schools. The study made use of a descriptive survey research design. The population comprised principals and teachers in Ebonyi State public secondary schools. The sample size for the study was 600 respondents, comprising of the entire population of the principals and 396 teachers selected using simple random sampling technique. A researcher-developed questionnaire was the instrument for data collection. Three experts validated the instrument while cronbach alpha reliability method was employed to obtain the internal consistency estimate of the instrument. Four research questions and four hypotheses, tested at 0.05 level of significant guided the study. Mean and standard deviation were used to provide answer to the research questions while t-test statistic was adopted to test the four hypotheses. A review of literature and empirical studies was conducted to provide the researcher with the theoretical base for the study.

A-25 item questionnaire on the assessment of the implementation of government measures for controlling examination malpractices was used to get information from the respondents. The items were rated on four point scale.

The following findings were made. That court trials of officials caught aiding malpractices, principals and teachers to loose their jobs, ten years ban for schools and universities to reject students blacklisted for examination malpractices are to a great extent effective measures for controlling examination malpractices. Recruitment of job seekers to be based on knowledge and experience, forfeiting of retirement benefits by officials involved in malpractices and with holding as well as cancellation of candidates papers are also important measures by the government for controlling examination malpractices in the schools. That giving prizes to students who performed excellently in examination by the school authority will to a very great extent reduce the incidence of examination malpractices in the schools.

Inculcation of reading culture, recognition of parents and guardians whose children exhibited outstanding discipline are effective motivational measures for controlling malpractices by the government.

Other motivational measures include recognition and rewarding of officials and security agents that put up outstanding services and public orientation by school administrators to candidates on the effects of adequate preparation for examinations as well as ensuring good examination environment and proper conduct during examinations. Appointment of seasoned and experienced staff as supervisors, proper spacing in the hall as well as controlling the movement of both candidates and officials in the examination halls are adequate supervisory measures for controlling malpractices. Other supervisory measures are providing conveniences, netting examination hall windows and subject teachers not being allowed to supervise their subjects are also effective. The finding also identified handing over schools to the missions as a very effective religious measure for controlling examination malpractices among others.

Another research was conducted by Anyamene etal (2009) to examine the *Effects of Psychoeducation technique on examination misconduct tendencies of secondary school students*, This study sought to examine the effects of psycho education technique on secondary school students’ examination misconduct tendencies in Anambra State. Four research questions were generated to guide the study and four null hypotheses were tested at the 0.05 level of significance. The design of the study was a quasi-experimental, non-equivalent control group design involving an experimental groups and a control group. The sample consisted of 165 senior secondary school (SSS) class II students selected through purposive sampling technique. The students were exposed to the experimental and control treatments for six weeks. The instrument used for the study was the Examination Misconduct Tendencies Scale (EMTS) which was administered as a pre and posttest. Means, standard deviation and analysis of covariance were used to analyze the data. Major findings of the study showed that psycho education technique had significant effect on the reduction of students’ examination misconduct tendencies. It was also effective on the reduction of the examination misconduct tendencies of students in various age groups. It was also found out that Psycho education technique was effective in positively modifying urban and rural students’ examination misconduct tendencies.

Another finding of this study is that there was no significant gender influence on the effects of psycho education on students’ examination misconduct tendencies. In particular, the decrease in the examination misconduct tendencies of male students was slightly higher than that of female students after they had participated in psycho education. This suggests that male students benefited more from psycho education than female students did, but the difference was very insignificant for both male and female students. This finding agrees with that of Bechdolf, Koln, Knost, Pukrop and Klosterkotter (2005) who found that the use of psycho education therapies did not have more significant effect on male participants than on female participants. In this study, psycho education technique had almost an equal reduction effect on both male and female participants.

The findings of this study also support Barth, Yeaton and Winterfelt (2004) Who found that women gained more from psycho education technique than men. Those researchers cautioned, however, that the difference could have been due to a floor effect for the males in their study (in their control group, women had significantly higher rates of depression than men, making

Based on these findings, some recommendations were made which include the use of psycho education has been shown to be effective in reducing examination misconduct tendencies, it should be encouraged. Practicing school guidance and counselors should learn to use the therapy to assist students to develop positive examinations conduct tendencies.

**CHAPTER THREE**

**METHOD DATA COLLECTION**

**3.1 Introduction**

The main purpose of this study is to assess the challenges faced by examinations in higher institutions a case study of Aminu Kano College of Islamic and Legal Studies, Kano.

**3.2 The Research Design**

This study adopted Descriptive Survey method to describe and interprets the findings obtained. Questionnaires were distributed in the Study area and enough time was given for the respondents to decide on their response to the questionnaire items.

**3.3 Population and sample of the study**

Aminu Kano College of Islamic and Legal Studies has over 12,000 students ranging from Diploma, NCE, Part time, PDE and so on, and also many staffs. The sample size is 300 people involving students, examination officers, lecturers and other officials.

**3.4 Data Collection Instrument**

A self-designed questionnaire was designed in an alternative form; to capture the opinion of the respondents. It has 2 sections A and B, Section A deal with the personal information of the respondent and section B find out from the respondents their opinion on some challenges of conducting examinations in higher institutions.

**3.5 Validity of the Instruments**

The self-designed questionnaire was subjected to review by the research supervisor. This ensures correctness and balance of information. It was also reviewed by the head of the consultancy service unit, Aminu Kano College of Islamic and Legal Studies, Kano. Thus this validates the questionnaire.

**3.6 Data Collection Procedure**

After reviewing and amending the questionnaire, the questionnaires were distributed randomly at various places in the College including staff rooms, class rooms, examination office and so on to ensure equal chance for everyone on campus.

**3.7 Procedure for Analysis of Data**

Frequency distribution tables and percentages were used in the analysis, representation and tabulation of the responses obtained from all the administered and retrieved questionnaires. All the information gathered from the respondents are what form the comprehensive results. The huge data obtained was summarized in tables with percentages to show the level of impact of each item.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**4.1 Introduction**

A carefully self-designed and reviewed questionnaire was distributed for the purpose of this research; data was collected from the targeted institution. The presentation and analysis drawn were purely responses from responders who were administered with the questionnaire. The obtained responses were arranged according to the research question.

**4.2 Presentation and Tabulation of Data**

**4.2.1 Demographic Information of the Respondents**

The tables below shows the demographic information of the respondents which is categorized into Gender, Age, Marital status, and Academic status of the respondents.

**Table 4.1: Gender of Respondents**

|  |
| --- |
| Variables Responses Percentage  |
| Males 87 64.4%Females 44 33.6%Total 131 100% |

Source: field survey 2018

Table 4.1 shows the number of respondents by gender. The result presented indicted that 87 or 64.4% of respondents are males; while the remaining 33.6% are females. Therefore, it could be inferred that majority of the respondents were males.

 **Table 4.2: Ages of the Respondents**

|  |  |  |
| --- | --- | --- |
| Variables  | Responses  | Percentage  |
| Less than 2526-3435 and above Total  | 215754131 | 16%43.5%42.5%100% |

Source: Field Survey 2018

Table 4.2 shows that the age of the respondents from the data collected, it depicted that 21 or 16% of the respondents are less than 25 years, 57 (43.5%) are between 26-34 years, while 54 (42.5%) are 35 years and above. In view of this fact, it could be deduced from the analyzed data the highest number of the respondents (42.5%) are above 34 years.

**Table 4.3: Marital status of the Respondents**

|  |  |  |
| --- | --- | --- |
| Variables  | Responses  | Percentage  |
| Married Single Total  | 7957131 | 60.3%39.7%100% |

Source: Field Survey 2018

Table 4.3: shows that 60.3% (79) of the respondents were are married, 39.7% were not married (single). Therefore, the respondents who are married are the majority in the survey.

**Table 4.4: Academic status of the Respondents**

|  |  |  |
| --- | --- | --- |
| Variables  | Responses  | Percentage  |
| Staff StudentTotal  | 7457131 | 56.5%43.5%100% |

Source: Field Survey 2018

Table 4.4 shows the academic status of the respondents. From the result presented, it could be seen that 56.5% representing 74 respondents are staff members, while only 43.5% representing 57 respondents are students. In view of this fact, it could be depict that majority of the respondents are staff of the college.

**4.2.2 Response on the questionnaire items**

**Table 4.5:** Starting Examination late is one of the major challenges facing higher institutions in Nigeria and it affects students negatively.

|  |  |  |
| --- | --- | --- |
| Variables  | Responses  | Percentage  |
| Strongly AgreeAgreeDisagreeTotal  | 635414131 | 48.1%41.2%10.7%100% |

The above table clearly shows that 63 (48.1%) of the respondents strongly agreed that Starting Examination late is one of the major challenges facing higher institutions in Nigeria and it affects students negatively, 54 (41.2%) of the respondents agreed, while only 14 (10.7%) disagree.

Therefore, it could be inferred that majority of the respondents 89.3% of the respondents agree.

**Table 4.6:** How often shortage of answer sheet and question paper affect the timing of examinations in higher institutions.

|  |  |  |
| --- | --- | --- |
| Variables  | Responses  | Percentage  |
| AlwaysSometimesNot at allTotal  | 29948131 | 22.1%71.8%6.1%100% |

Table 4.6 above shows that 29 respondents (22.1%) believed that the shortage of answer sheet and question papers always affect the timing of examination in higher institutions, 94 (71.8%) of the respondents responded that it only sometimes, while only 8 (6.1%) of the respondents answered that it does not.

**Table 4.7:** How bad do you think inconveniences during examination such as inadequate seats, Poor Examination atmosphere affect the students performance in higher institutions.

|  |  |  |
| --- | --- | --- |
| Variables  | Responses  | Percentage  |
| BadWorseWorstTotal  | 604427131 | 45.8%33.6%20.6%100% |

Table 4.7 shows that 60 (45.8%) of the respondents graded the level of effect of inconveniences during examination as bad, 44(33.6%) of the respondents graded it as worse, while 27(20.6%) graded it as worst. Therefore, this depicts that the majority level the effect of inconveniences during examination as bad.

**Table 4.8:** Shifting examination time or changing the examinations venue facilitates lateness and missing examination by students.

|  |  |  |
| --- | --- | --- |
| Variables  | Responses  | Percentage  |
| Strongly AgreeAgreeDisagreeTotal  | 635216131 | 48.1%39.7%12.2%100% |

From the above table 4.8 it showed that 63 (48.1%) strongly agreed that shifting examination time or changing the examinations venue facilitates lateness and missing examination by students, 52 (39.7%) agreed, , while 16 respondents (12.2%) disagree.

**Table 4.9:** Do you think stress on invigilators and other staffs affect the examination timing?

|  |  |  |
| --- | --- | --- |
| .Variables  | Responses  | Percentage  |
| YesNoTotal  | 8942131 | 67.9%32.1%100% |

In the above table, 89 of the respondents representing 67.9% agreed that stress on invigilators and other staffs affect the examination timing, while 42 representing 32.1% of the respondents negate, this shows that the majority of the respondents are of the opinion that stress on invigilators affects examination timing.

**Table 4.10:** Late distribution of examination card adds to the challenges during the examination.

|  |  |  |
| --- | --- | --- |
| .Variables  | Responses  | Percentage  |
| Strongly AgreeAgreeDisagreeTotal  | 644918131 | 48.9%37.4%13.7%100% |

The above table shows that, 64 respondents representing 48.9% Strongly agreed that Late distribution of examination card adds to the challenges during the examination, 49 respondents representing 37.4% of the respondents agreed, while only 18 respondents representing 13.7% did not agree, this shows that the majority of the respondents are of the opinion late distribution of examination card adds to the challenges during the examination.

**Table 4.11:** External disturbance such as noise diverts student’s attention during an examination.

|  |  |  |
| --- | --- | --- |
| .Variables  | Responses  | Percentage  |
| Strongly AgreeAgreeDisagreeTotal  | 585320131 | 44.3%40.5%15.2%100% |

In the table 4.11 above, it can be seen that 58 (44.3%) of the respondents strongly agreed that external disturbance such as noise diverts student’s attention during an examination, 53 (40.5%) of the respondents agree, while only 20 (15.2%) disagreed. This indicates that the majority of the respondents agreed.

**Table 4.12:** Disturbing invigilators cripple the stability and compatibility of the examination hall, and hence affect the students.

|  |  |  |
| --- | --- | --- |
| .Variables  | Responses  | Percentage  |
| Strongly AgreeAgreeDisagreeTotal  | 525326131 | 39.7%40.5%19.8%100% |

Table 4.12 above shows that 52 of the respondents representing 39.7% strongly agreed that disturbing invigilators cripple the stability and compatibility of the examination hall, and hence affect the students, 53 respondents representing 40.5% agreed, while only 26 respondents representing 19.8% disagreed. These shows that majority of the respondents agreed.

**4.3 Summary and Discussion of Findings**

This segment of the research work summarized and briefly discusses all the research findings, each of the research questions that appeared in the self-designed questionnaire would be summarized accordingly.

The main aim of this study is to identify challenges facing examination in higher institutions in Nigeria and how it affects students negatively.

Firstly, the study was directed to find out from the respondents whether starting examination late is one of the major challenges facing higher institutions in Nigeria and whether it affects students negatively or not. The analysis revealed that indeed starting examination late is one of the major challenges facing higher institutions in Nigeria as majority of the respondents agreed on that.

Secondly, the research was aimed to find How often shortage of answer sheet and question paper affect the timing of examinations in higher institutions. According to the analysis, it was found that this problem occurred but not very often, as sometimes students will be waiting for answer sheets or question paper during examination which results in extension of the time or reducing of the allocated time of the examination.

Furthermore, the research also examines the level of effect of inconveniences during examination in higher institution and it was found that the respondents find it to be bad according to the analysis.

According to the finding of the research, it was observed that, Shifting/changing examination time or examinations venue facilitates lateness and missing examination by students. In addition to that, the finding also revealed that stress on invigilators and other staffs affect the examination timing.

Lastly, the study revealed that, late distribution of examination cards adds to the challenges during the examination, External disturbance such as noise diverts student’s attention during an examination, and disturbing invigilators cripple the stability and compatibility of the examination hall, and hence affect the students.

**CHAPTER FIVE**

**SUMMARY CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

In this chapter, the research findings and all information discovered on this research will be summarized. Recommendations will be directed to the management of higher institutions as well as other stake holders.

* 1. **Summary**

The study investigated the challenges of conducting examinations in Nigerian higher institutions, a case study of Aminu Kano College of Islamic and Legal studies (AKCILS). In accordance with the general purpose, the study sought to assess the challenges faced by higher institutions during examination; to assess the effect of inadequate answer sheet and question paper to the timing of examinations; examine how shifting examination time or changing the examinations venue increases lateness and missing scripts.; determine how stress on invigilators and other staffs affect the examination timing; identify the effect of the untimely distribution of examination card on the examination; determine how external disturbance affect students during an examination; identify the effects of other activities by invigilators and other staffs on the stability and compatibility in the examination hall.

Based on the research objectives, a number of research questions were formed, and it was found out that starting examination late is one of the major challenges facing higher institutions in Nigeria and it affects students negatively; sometimes shortage of answer sheet and question paper affect the timing of examinations in higher institutions. The level of effect of inconveniences during examination to the students is bad. Shifting examination time or changing the examinations venue facilitates lateness and missing examination by students. Stress on invigilators and other staffs affect the examination timing, late distribution of examination card adds to the challenges during the examination. External disturbance such as noise diverts student’s attention during an examination. And lastly Disturbing invigilators cripple the stability and compatibility of the examination hall, and hence affect the students.

**5.3 Conclusion**

The findings significantly indicated that there are a lot of challenges facing conducting examinations in higher institutions in Nigeria at large and Aminu Kano College of Islamic and Legal studies in particular, the findings shows that majority of the responses are positive to the statements of the research, and clearly, all the objectives stated for the study were achieved.

**5.3 Recommendations**

Following the finding of this study, the under listed recommendations have been proposed for practice.

1. Enough office Infrastructure such as printers, photocopiers and computers as well as staffing should be provided for the examination offices to avoid inadequate answer sheet, question paper and waiting during examinations.
2. Higher institutions should ensure that good examination atmosphere is provided to avoid inconveniences during examinations.
3. Centralized examination timetable should adopt and automated by higher institutions to avoid shifting examinations at die minute, hence avoiding lateness and missing examinations.
4. Appropriate and qualified external examiners and supervisors should be appointed to make sure all higher institutions take appropriate measures to avoid inconveniences during examinations.
5. Enough staff should be assigned for the task of examination process to avoid over stressing staff and invigilators, hence reducing the risk of frustrated and disturbing invigilators.
6. Appropriate measures should be taken to prevent external disturbance during examination which diverts the attentions of the students during examinations.

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**Appendix**

**QUESTIONNAIRE**

**Dear respondent,**

With due respect, I am a student of Aminu Kano College of Islamic and Legal Studies, Kano, conducting research on “*Challenges of Conducting Examination in Higher Institutions*”, I hereby expect you to respond to the best of your knowledge because your response will be highly considerable.

Thanks

**SECTION A: PERSONAL DATA**

Age of the respondent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender:\_\_\_\_\_\_\_\_\_\_Marital Status: \_\_\_\_\_\_\_\_\_\_\_ Academic Status: Staff Student:

**SECTION B: *(Please tick appropriately from option A-C that best fit your opinion)***

1. Starting Examination late is one of the major challenges facing higher institutions in Nigeria and it affects students negatively.

Strongly Agree Agree Disagree

1. How often shortage of answer sheet and question paper affect the timing of examinations in higher institutions.

Always Sometimes not at all

1. How bad do you think inconveniences during examination such as inadequate sits, Poor Examination atmosphere affect the students performance in higher institutions.

Bad worse worst

1. Shifting examination time or changing the examinations venue facilitates lateness and missing examination by students.

Strongly Agree Agree Disagree

1. Do you think stress on invigilators and other staffs affect the examination timing?

 Yes No

1. Late distribution of examination card adds to the challenges during the examination.

Strongly Agree Agree Disagree

1. External disturbance such as noise diverts student’s attention during an examination.

Strongly Agree Agree Disagree

1. Disturbing invigilators cripple the stability and compatibility of the examination hall, and hence affect the students.

Strongly Agree Agree Disagree