

INNOVATIONS IN CURBING EXAMINATION INSECURITY IN PUBLIC SECONDARY SCHOOLS IN THE EAST EDUCATION ZONE OF KOGI STATE

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Abstract

The study investigated innovations in curbing examination insecurity in public secondary schools in Kogi East education zone of Kogi state. Two research questions guided the study. Descriptive survey design was adopted for the study. Two hundred and eight (208) secondary schools and other examination management bodies such as the Ministry of Education (MOE), the West African Examination Council (WAEC), the National Examination Council (NECO), the Teaching Service Commission (TSC), and the Science Teachers' Education Board (STEB) with the total population of staff of 25, 010. A sample size of 250 (10%) respondents was used for the study. The instrument used for the study was Examination Insecurity Assessment Barometer (EIAB). Mean and standard deviation were used to answer the research questions. From the analysis of the instrument the following results emerged: (1) leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators, sorting, copying on sheet of papers, handkerchief, chairs/desks and the use of electronic gadgets like calculators, organizers radio, walkman and mobile phone in the examination halls were discovered to be the nature of examination insecurity among public secondary schools in Kogi East education zone. (2) Biometric data capturing in all public examinations, writing of examination online to replace the manual methods, Sensitization of Stakeholders, prohibition of mobile phone in examination hall, installation of Short Message Service (SMS) tracking devices at all examination centres that can access network, embossment of certificates, use of security bags for the collection of security materials, mounting of anti-malpractice billboards, in-house security measures, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices and swapping of examination centre supervisors were innovative strategies to curb examination insecurity in Kogi East education zone of Kogi state. The following recommendations amongst other things such as proliferation of data capturing, prohibition of mobile in examination hall, installation of Short Message Tracking devices and Closed Circuit Television cameras in all examination centres were made.

Key Words: Innovation, Examination, Examination insecurity, Curbing Examination Insecurity and Secondary Schools.

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Introduction

Examination, simply defined, refers to testing an individual for knowledge or ability of the person in a given subject or profession. Examination in an educational system is the primary measure to test a candidate's knowledge, skill and ability in a specified area of study. It is used to measure the standard of students' performance in all educational institutions (Dibu, 2014). In fact, Examination is the only known instrument for selection to educational institutions, job placements, promotions, scholarship awards amongst others. Examination is the main strategy for assessing the quality of performance of an educational system. It is the best approach to evaluating the quality of performance of students, the school system, and indeed, the whole of the educational system as a social organization instituted for the growth and development of a society or nation. Examination, on the other hand in the opinion of Zakka (2014), is a necessary evil in the educational industry and the big tail driving the whole of what education stands for. Zakka (2014) stated that the primary purpose of conducting examination in schools therefore is to provide a measure of learners' ability with a view to making necessary academic and guidance decisions about such learners. Such a measure of achievement (result) may be needed to determine among others who is to be promoted to the next class or level, as well as whom to be awarded a certificate or class of a degree. The accuracy of such decision depends solely on the reliability and validity of Examination results.

Examination can also be seen by Adesina (2006) as one of the most objective techniques used in the measurement of learning outcomes at all levels of education in Nigeria and the world over. Examination may be administered orally, on paper, on computer or in a confined area that requires an examinee to physically perform a set of skills. However, despite the importance of examination in teaching and learning situations, a number of factors affect the credibility of examination scores. One of such practices that may affect the reliability of examination scores is examination insecurity. Examination insecurity in the observation of researchers refers to the porous management of test of knowledge in schools. Examination insecurity could be in the form of permitting students to use electronic gadgets like calculators, organizers, radio walkman and mobile phones in the examination halls, violation of examination's rules and regulations, allowing the committing of illegal act by a student single handedly or in collaboration with others; like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades. Examination insecurity also means allowance of students for impersonation, leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing (direct copying of answers to questions and taking into examination rooms). It also includes results/certificate forgery and verbal or physical assault on examination administrators. These acts of insecurity in the management of examination in schools led to examination malpractice. Examination malpractice has attracted the attention of educational stakeholders in the educational industry in Nigeria. For instance, Dibu-Ojerinde (2001) defines it as dishonourable act that leads to the invalidation of examination results, cancellation of results, punishing candidates, loss of dignity for offenders, imprisonment of offenders, damage to the image of institutions, wastage of resources, erosion of sanity and a host of other penalties. Omoegun (2003) defines examination insecurity as a misconduct or improper practice in any examination with a view to obtaining good results through fraudulent practices.

Ogunsanya (2003) defines examination malpractice as any activity of a student or group of students whose purpose is to give any of them higher grades than they would likely receive on the basis of their own achievement. Finally, on definition, Animasahun, (2005) defines Examination malpractices as practical demonstration of lack of emotional intelligence, trust, dignity, worth, and unquestionable expression of moral laxity and incompetence, whereby the perpetrators fraudulently, cunningly and forcefully steal a grade, a position or class of honour which are not merited and whose action lead to the devaluation of educational standard; thereby participating actively in the downfall of our sovereign nation. Examination malpractice is any illegal act committed by a student single handedly or in collaboration with others; like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades (Wilayat, 2009). The West African Examinations Council (1992) refers to examination malpractice as any irregular behaviour exhibited by candidates or officials charged with the responsibility of conducting examination, in or outside the examination hall, before, during or after such examination. It involves various methods employed by candidates to cheat during examinations. Similarly, Shonekan in Wilayat (2009) states that examination malpractice is an act of omission or commission that contravenes those West African Examinations Council's rules and regulations to the extent of undermining the validity and reliability of the test and ultimately the integrity of the certificate issued by the Council. Examination malpractice does not occur in the examination hall alone, it occurs before, during and even after the examination.

Examination malpractice will include any of the following, impersonation, leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing (direct copying of answers to questions and taking into examination rooms). It also includes results/certificate forgery and verbal or physical assault on examination administrators. There may be mass cheating of students or a form of malpractice called "sorting" which involves alteration of examination grades with the use of money. Today, there is an unholy, unwholesome conspiracy to aid examination malpractice by school heads, teachers, invigilators, parents and students whose motive is to make quick money rather than genuine love for the candidates to perform well academically in their studies (Idaka, 2006).

Some forms of examination malpractices also, include copying on sheet of papers, handkerchiefs, desk/chairs; collusion with other candidates or external agents. Others include leakage of examination questions before the actual examination day. In some schools, especially, those privately owned, the school authorities sometimes bribe invigilators, supervisors and police personnel drafted to the centres so that they could turn a blind eye when malpractices are being perpetrated. Electronic gadgets like calculators, organizers, radio walkman and mobile phones are also used to carry out examination malpractices. Annually, examination bodies give stern warnings to the candidates to desist from bringing mobile phones into the examination halls but each year, the use of mobile phones to commit examination malpractice is recorded (Onyechere, 2007).

Other forms of examination security as reiterated by Awanbor (2006) are bringing books or cribs into the hall, insulting or assaulting supervisor or invigilator, replacement of answer script with another one during or after the examination, smuggling scripts written outside into the examination hall, writing on handkerchief/thigh, stretching of neck like the Giraffe to look at the work of a fellow

candidate, hooligans gaining entry into the examination hall by force when examination is in progress, to remove question paper, leakage, relaxation of vigilance by invigilators, talking, dictation of answers to students, e.t.c. Examination malpractices in Nigeria according to Jekayinfa (2006) are successfully perpetrated with the active connivance of students, parents, school authorities, government functionaries, invigilators and sometimes officials of such examination bodies as Joint Admissions and Matriculation Board, (JAMB); The West African Examinations Council, (WAEC); the National Examinations Council, (NECO); the National Business and Technical Examinations Board, (NABTEB); and the National Teachers' Institute, (NTI). Consequently, examination malpractice is perpetrated for different reasons and it affects the credibility of results in the sense that grades are assigned to candidates wrongly thereby misleading the teacher and other users of the school products in decision making. Examination insecurity has become a major factor that bedevilled Nigerian educational system. It is an illegal action in terms of acts of omission during construction, custodianship, administration, marking and releasing of examination results before, during and after an administered examination.

In recent times, syndicates have emerged across the country with innovative techniques for perpetrating examination fraud. They mobilize all the resources their clients need in their illegitimate bid to get better results. The resources include financial inducement for invigilators and security agents who are not willing to cooperate. Most times, the syndicates employ people often referred to as 'mercenaries' to impersonate a candidate who does not want to personally sit for the examination. A teacher could be asked to answer questions on the chalkboard for the candidates inside the examination halls to copy. These syndicates according to Olushola (2006) have made it very easy for somebody to acquire a school certificate without necessarily entering the examination hall. This is the reason many students refuse to take SSCE in the schools they attended especially if it was a public school. Instead, they become external candidates in other schools where they pay exorbitant fees in order to perpetrate examination malpractices. The fees students are charged often referred to as 'cooperation fee' in many schools. The usual explanation students give for changing their schools in their final classes is that students do not pass examinations there. This is why they have to enrol as external candidates where their success is guaranteed (Airahuobhor, 2007). This heinous act has affected the reliability of Nigerian results internationally thus the need to investigate innovative strategies for curbing the menace of examination insecurity and malpractice has become inevitable.

Innovative strategies for curbing security/examination malpractice in Nigeria are those carefully devised plans of actions put in place or required to arrest new trends of examination malpractices and ensure malpractice free examinations in Nigeria. Ojerinde (2007) noted that despite the efforts of the Joint Admission and Matriculation Board to curb examination malpractices, candidates, examiners and agents unfortunately are still perpetrating the act. Ojerinde explains that the Board would continue to de-recognize examination towns and centres where massive cheating occurs. By this measure, Ojerinde says, it has become necessary because of the Board's zero tolerance for examination malpractices. The Examination Malpractice Act 33 of 1999 empowers examination bodies to withdraw or cancel results of candidates with cases of examination irregularities. Available reports from the Examination Ethics Projects (EEP) indicate that as at 2007, public examination bodies in the country have cancelled a total of about 2,143,860 results due to examination malpractices. In March

2007, the Federal Ministry of Education (FME) blacklisted some schools and individuals, including examiners, supervisors and invigilators, from participating in public examinations because of their involvement in examination malpractices (Newswatch Magazine, 2007).

Okechukwu (2002) in his research work titled 'Strategies for Curbing Examination Malpractice in Senior School Certificate Examination in Anambra State, found that, adequate arrangements were not usually made to ensure both the security of the question paper and their arrival in good time at various designated examination centres. The instrument used for data collection was a 40 item questionnaire developed by the researcher. The questionnaires were administered on a total of 768 respondents, made up of 35 national and international staff of the West African Examinations Council and 733 tutorial staff of sampled secondary school students in Anambra State.

Frequencies and means were used to provide answers to the research questions, z-test statistics was used to test the hypotheses. The study revealed that, there was a strong indication that those appointed as invigilators and supervisors lacked proven integrity. Thus, examination malpractice as embodiment of examination instcurity becomes the order of the day. It was again noted by the researcher that examinations in some places were conducted in over-crowded halls. To guide the researcher in carrying out the work, five research questions and five null hypotheses were used for the study. The researchers recommended that WAEC should make effort to secure its examination materials, provide adequate logistics, ban the registration of external candidates in school examinations and then train and employ credible supervisors for all examinations. The researcher further recommended that centres should be created on merit, examination laws should be functional and then good morals should be inculcated in students. Despite the research of Okechukwu, the need to carry-out the current work on the curbing examination insecurity among public secondary schools in Kogi East Education Zone become inevitable because of differences in location and sample size, considering the fact that insecurity in examinations are getting more sophisticated by the day in the area. Curbing examination insecurity refers to those new methods employed to identify and combat the new and remote tides of examination malpractices. As the menace of insecurity in an examination becomes more scientific, there is need to also change the approach of combating which is the basis for this study and which Okechukwu's work could not address.

Uzoigwe (2007) in a paper entitled "Corruption in Education and Assessment Systems: The WAEC experience in Nigeria," mentioned the trend of incidences of examination malpractices in WASSCE for School Candidates' and Private Candidates' Examinations in Nigeria, between 2000 and 2005. In the paper, Uzoigwe states that for a very long time the West African Examinations Council was a lone voice in the fight against examination malpractice in Nigeria. Uzoigwe notes that the situation has however, shown tremendous improvement as government (States and Federal) and other stakeholders have not only expressed concern over the problem but have indeed taken laudable steps to further the fight against it. Uzoigwe enumerates the various efforts put in place by WAEC in curbing examination malpractices to include:

- (1) Public Enlightenment: The current awareness in the country today on the evils of examination irregularity/malpractice is attributable to the campaign launched by WAEC in 1984. The campaign has indirectly given birth to today's Examination Ethics crusade in the country.

- (2). Information to Candidates: The Council publishes in book form and also on its website, the rules and regulations guiding its examinations. These give details of the various offences and the sanctions applicable to them.
- (3). Sensitization of Government/Stakeholders: The Council, as a matter of policy, the government and stakeholders of decisions taken on reported cases of malpractice by its appropriate Committees.
- (4). Sanctions: The Council promptly sanctions candidates caught cheating in its examinations and reports teachers and other operatives to their employers for appropriate sanctions. Any staff of Council found to have been involved in examination irregularity/malpractice is regarded as a security threat and is summarily dismissed.
- (5). Embossment of Certificates: The Council introduced photo-embossed certificates to reduce the incidence of impersonation in its examinations.
- (6). Use of Security Bags for the collection of Security Materials: Question papers are collected by supervisors in locked-up security bags to which they do not have the keys. One set of the key is kept by the WAEC staff at the custodian point where question papers are collected while the other set is kept by the schools' examination officers at the point of delivery to the school centre.
- (7). Mounting of Anti-Malpractice Billboards: Anti-malpractice billboards are mounted in vantage positions throughout the country to increase public awareness of the ills of examination malpractice.
- (8). In-house Security Measures:
 - (i) The Council has created the Post-Examination Department to handle cases of irregularity and malpractice in its examinations;
 - (ii) Newly recruited officers of Council are administered with Oaths of Secrecy on assumption of duty;
 - (iii) The Council has developed security regulations which are reviewed periodically and made available to officers for proper guidance. Any breach of any of the regulations is promptly sanctioned.
- (9). Delivery of Examination Materials: The delivery of question papers and other examination materials to custodian points/distribution centres is done on daily basis and by senior officers of the Council. The custodian points/distribution centres are also manned by senior officers.
- (10). Swapping of Examination Centre Supervisors: The examination centre are swapped on daily basis to guard against undue familiarity with and influence the schools. Uzoigwe further stressed that the government and non-governmental organizations (NGO's) in Nigeria have joined the crusade against examination malpractice. Some of the measures adopted by the government, Uzoigwe outlined are:
 - (i) Deployment of senior officials of the Ministry of Education (Federal and State levels) on inspection of examination centres.
 - (ii) Monitoring of the enrolment of candidates for school examinations to prevent non-school candidates from registering for the examination.
 - (iii) Sanctioning of erring schools, principals, supervisors and other examination officials.
- (11) Measures taken to curb Breaches of Examination Security: A major problem threatening the Board and other public examination bodies in the country is the problem of breaches of examination security. This manifests in various forms such as

impersonation, swapping examination documents, spying/copying from prepared answers, use of unauthorized calculator or similar electronic devices, violent/unruly behaviour to examiners, lateness to examination hall without valid reasons, use of mobile phone, smuggling out of question papers/answer sheets, collusion, absconding with responses.

The Board has put the following measures in place for curbing breaches of examination security. They are

- (1) introduction of web-based biometric data capture;
- (2) biometric verification of candidates;
- (3) provision of uniform writing materials to candidates;
- (4) customized question paper booklets; Innovations in Assessment: Jamb Experience
- (5) screening of candidates with metal detectors;
- (6) juggling/scrambling of question;
- (7) introduction of question paper types;
- (8) the use of examination watch groups
- (9) increase in the number of scanners for speedy processing of candidates scripts.
- (10) Improvement in Examination Administration:
 1. The use of security bags to carry examination materials as against metal boxes therefore, carriage of examination materials has become very easy and less cumbersome.
 2. the creation of more examination towns and custodian points for easy distribution and retrieval of examination materials
 3. upward review of allowances of examination resource persons which are now paid promptly. Most significant is the new system of paying the entitlement of invigilators on the examination day
 4. the board now retrieves examination materials right from the examination day in order to forestall any form of post-examination malpractice, and
 5. the answer sheets have been modified to make them user-friendly.

Strategies revealed by Zakka (2014) include the use of biometric data capturing in all public examinations in Nigeria; writing of examination online to replace the manual methods being used now; prohibition of mobile phone in examination hall; installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices; installation of Short Message Service (SMS) tracking devices at all examination centres that can access network; discouragement of the use of ear piece in examination hall, regular payment of salaries and allowances to examination officials; maintenance of high integrity by examination officials at all times in order to serve as deterrent to other stakeholders; provision of guidance and counselling units in schools to aid them in the choice of their career; enormous deployment of security personnel to all exams centres during the conduct of any public examination; and dismissal of any security agent that is caught aiding and abetting examination malpractice, schools in both rural and urban areas must meet all needed requirements before they are recognized as exams centres; proper and promptly payment to Ministry of Education officials, recognition of only the schools that have required facilities; for establishing such schools before they are allowed to serve as examination centres, The sending of only credible staff to monitor public examinations by examination monitoring unit of the Ministry of Education; the sanction of schools and individuals involved in

examination malpractice by the Ministry of Education were all strategies for curbing examination insecurity in Nigeria.

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

Statement of the problem

Over the years, in Nigeria, a lot of measures have been put in place by government, institutions, school authorities, civil societies and well meaning individuals to eradicate examination insecurity. However, the problem keeps spreading across Nigeria especially among secondary schools in Kogi East Education Zone with all forms of examination malpractice as if there cannot be the lasting solution. There has been an observation that leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators, sorting, copying on sheet of papers, handkerchief, chairs/desks and the use of electronic gadgets like calculators, organizers radio, walkman and mobile phone in the examination halls were the nature of examination insecurity among public secondary schools without any tangible evidence to substantiate the claim. The use of Biometric data capturing in all public examinations, writing of examination online to replace the manual methods, Sensitization of Stakeholders prohibition of mobile phone in examination hall, installation of Short Message Service (SMS) tracking devices at all examination centres that can access network, embossment of certificates, use of security bags for the collection of security materials, mounting of anti-malpractice billboards, in-house security measures, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices and swapping of examination centre supervisors were all speculated to be the innovative strategies to curb examination insecurity in Nigeria especially Kogi East Education Zone. However, the problem of the study put in question form is, what are the natures of examination insecurities and the innovative strategies to curb the menace among public secondary schools in Kogi east education zone of Kogi state?

Purpose of the Study

The general purpose of the study was to investigate innovations in curbing examination insecurity in public secondary schools in Kogi east education zone of Kogi state. Specifically, the study sought to:

1. Find out the nature of examination insecurity among public secondary schools in Kogi east education zone.
2. Examine the innovative strategies in curbing examination insecurity among public secondary schools in Kogi east education zone.

Research Questions

This study was guided by the following research questions:

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

Methods

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

The instrument used for the study was Examination Insecurity Assessment Barometer Questionnaire (EIAB). EIAB contained 20 items structured in four point options of Strongly Agree, Agree, Disagree and Strongly Disagree. The items were generated on the basis of examination insecurity and innovative strategies for curbing the nature of examination insecurity among public secondary schools in Kogi East Education Zone. Examination Insecurity Assessment Barometer (EIAB) was subjected to validation by three experts in the field of education: two experts from measurement and evaluation and one from the Educational Foundations Departments. These Lecturers were all from the Kogi State University Anyigba in order to establish the face and content validity of the instrument. The re-adjustment of the items was done by the experts to make them intelligent and constructive. To ensure the reliability of the instrument the EIAB was subjected to a study where the questionnaires were administered to 30 educational administration students from FCE Okene-Kogi state and Peace Land College of Education, Enugu State in areas that were not part of the study. The responses were estimated using Cronbach Alpha correlation coefficient method which yielded 0.76 indicating that the instrument is 76% reliable for use. Analysis of research question that guided the study was carried using mean and standard deviation. The bench mark for acceptance and rejection of any item was put at 2.5. Below 2.5 was meant for rejection while above 2.5 was meant for acceptance.

Results and Discussion

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

Research Question

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

Table 1: The Nature of Examination Insecurity among Public Secondary Schools in Kogi East Education Zone

S/N	Item description	SA	A	D	SD	Mean	Std	Decision
1	leakage	52	40	20	8	3.13	0.92	Accept
2	swapping of scripts	12	28	32	48	2.53	1.02	Accept
3	smuggling of answer scripts into examination halls	12	44	32	72	2.60	0.95	Accept
4	Dubbing	28	36	24	32	2.50	1.021	Accept
5	verbal or physical assault on examination administrator	36	36	24	24	2.70	1.10	Accept
6	sorting	40	32	32	16	2.80	1.04	Accept
7	copying on sheet of papers, handkerchiefs, desk/chairs	52	24	28	16	2.93	1.09	Accept
8	collusion with other candidates or external agents	36	44	28	12	2.87	0.96	Accept
9	bribing the invigilators, supervisors and police personnel drafted to the centre	24	28	32	36	2.53	1.02	Accept
10	The use of electronic gadgets like calculators, organizers, radio walkman and mobile phones in the examination halls	28	28	44	20	2.53	1.02	Accept
Cluster mean		2.72	1.65					

N₁ = 250 respondents

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

Items 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 were rated by examination management staff as 3.13 ± 0.92, 2.53±1.22, 2.60±0.95, 2.50±1.24, 2.70±1.10, 2.80±1.04, 2.93±1.09, 2.87±0.96, 2.53±1.22, 2.53 ± 1.22 respectively.

Based on the data analysis, it was revealed by that leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators, sorting, copying on sheet of papers, handkerchief, chairs/desks and the use of electronic gadgets like calculators, organizers radio, walkman and mobile phone in the examination halls were the nature of examination insecurity among public secondary schools in Kogi east education zone. This finding is in line with the study of Awanbor.(2006) who found that leakage, swapping of scripts, sorting, allowing the use of mobile phones in examination hall by the students among others were the nature of examination insecurity and examination malpractice. Similarly, Banwo (2006) also revealed in a study that smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators, sorting, copying on sheet of papers, handkerchief, chairs/desks amongst others wre all nature of examination insecurity and examination malpractice in an educational institution.

Research Question 2

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

Table 2 Innovative strategies in curbing the nature of examination insecurity among public secondary schools in Kogi east education zone

S/N	Item description	SA	A	D	SD	Mean	Std	Decision
11	Biometric data capturing in all public examinations	45	35	40	30	2.63	0.68	Accept
12	writing of examination online to replace the manual methods	67	33	31	19	2.99	0.81	Accept
13	prohibition of mobile phone in examination hall	25	15	75	35	2.53	122	Accept
14	installation of Short Message Service (SMS) tracking devices at all examination centers that can access network	54	36	33	27	2.78	0.61	Accept
15	Embossment of Certificates	40	40	35	35	2.57	1.21	Accept
16	Use of Security Bags for the collection of Security Materials	61	69	15	5	3.24	0.81	Accept
17	Mounting of Anti-Malpractice Billboards	52	38	29	31	2.74	1.12	Accept
18	In-house Security Measures	35	40	44	31	2.53	1.02	Accept

19	installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices	66	34	25	25	2.94	1.09	Accept
20	Swapping of Examination Centre Supervisors	45	45	31	29	2.71	1.11	Accept
	Cluster mean	2,77	1.67					

N₂ = 250 respondents

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

Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 were rated by examination management staff as 2.63 ± 0.68, 2.99±0.81, 2.53±1.22, 2.78±0.61, 2.57±1.21, 3.24±0.81, 2.74±1.12, 2.53±1.22, 2.94±1.09, 2.71 ± 1.11 respectively. Based on the data analysis, it was revealed by examination management bodies that Biometric data capturing in all public examinations, writing of examination online to replace the manual methods, Sensitization of Stakeholders prohibition of mobile phone in examination hall, installation of Short Message Service (SMS) tracking devices at all examination centres that can access network, embossment of certificates, use of security bags for the collection of security materials, mounting of anti-malpractice billboards, in-house security measures, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices and swapping of examination centre supervisors were innovative strategies to curb examination insecurity in Kogi east Education Zone Of Kogi State. The findings of Zakka (2014) corroborated the finding of the study, the study revealed that Mounting of Anti-Malpractice Billboards, In-house Security Measures, installation of Closed Circuit Television (CCTV) cameras in all examination halls to check malpractices were innovative strategies to curb examination insecurity in Nigeria with examination malpractice being the focus.

Conclusion

Based on the findings of the study, the researchers concluded that leakage, swapping of scripts, smuggling of answer scripts into examination halls, dubbing, verbal or physical assault on examination administrators, sorting, copying on sheet of papers, handkerchief, chairs/desks and the use of electronic gadgets like calculators, organizers radio, walkman and mobile phone in the examination halls were discovered to be the nature of examination insecurity among public secondary schools in Kogi east education zone. Biometric data capturing in all public examinations, writing of examination online to replace the manual methods, sensitization of stakeholders, prohibition of mobile phone in examination hall, installation of Short Message Service (SMS) tracking devices at all examination should be avoided embossment of certificates, use of security bags for the collection of security materials, mounting of anti-malpractice billboards, in-house security measures, installation of Closed Circuit Television (CCTV) cameras in all examination halls should be used to check malpractices and swapping of examination centre supervisors were innovative strategies to curb examination insecurity in Kogi east education zone of Kogi state.

Educational Implications of the Study

The findings of this study have far implications for all stakeholders; parents, teachers, ministries of education, examination management bodies amongst others. Effective implementation of these indentified strategies for curbing such examination insecurities by the various stakeholders imply that the products of such public secondary schools will be able to defend the result so obtained. This will on the other hand improve the quality of education in Kogi east education zone of Kogi state, Nigeria.

Recommendations

Based on the conclusion, the following recommendations are made:

1. There should be proliferation of data capturing in all the approved examination centres in Kogi east education zone by the government
2. Prohibition of the use of mobile phone in all examination halls in Kogi east education zone by the government should be enforced.
3. There should be installation of Short Message Tracking devices in all examination centres in Kogi east education zone by the government.
4. Installation of Closed Circuit Television cameras in all examination centres in Kogi east education zone by the government should be made compulsory.
5. Mounting of anti-malpractice billboards in all examination centres in Kogi east education zone the government should be carried out as a matter of urgency..

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