

## Examination Malpractice and Human Resources Development in Nigeria: A Focus on Service Delivery

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<https://doi.org/10.61090/aksujacog.2024.021>

### Abstract

*The paper interrogated the hydra-headed monster called examination malpractices and its devastating effects on human resources development with a special focus on service delivery. Descriptive analysis was adopted in this paper and data were sourced through secondary means from journal articles, magazines, newspapers, bulletins, lecture notes, diaries, and the Internet. Systems theory was adopted as a theoretical base of the study. Based on the review of relevant literature, the study revealed that examination malpractice tends to discourage the serious student from putting in their best, discredit certificates, lower productivity and performances, encourage bribery and corruption and lead to the production of quacks, thereby affecting the manpower needs and service delivery of the nation. The study further revealed that examination malpractice promotes square pegs in round holes as they lack the required knowledge and experience to carry out their assignment and professional duties effectively. The study concluded that there is a gap between certificates obtained by the graduates and capacity building of human resources and service delivery in Nigeria. Sequel to the findings, the study recommended among others, that sound educational policy should be put in place to de-emphasize the supremacy of certificates over skills, knowledge and professional competence and students should be made to understand and appreciate hard work, dedication and commitment to studies. Finally, the remuneration of teachers, invigilators and supervisors should be attractive to enable them to give their best to discourage taking bribes.*

**Keywords:** Examination malpractice, Human resources, Development, Service delivery, Nigeria

### 1. Introduction

Effective socio-economic development of any nation whether developed or developing can be strangulated or crippled by numerous and multiple factors. The identified constraining factors include policy instability, corruption, conflict and human resources, among others. Specifically in Nigeria, these multiple factors have been adduced and identified as impediments to the development stride of the country and these include ethnicity, corruption, insurgencies, political instability, revenue allocation and policy instability among others (UNESCO 2006). Standing tall among these factors are human resources, planning, development and utilization on which service delivery depends.

Education is the index and the bedrock of development in any human civilization. The importance of this has been articulated in various documents including the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966) and the African Charter on Human and People's Rights (1981). Oseni (2014) enumerates the existential imperatives of education on human resources development to include:

- (a) It increases human resource development as it leads to high output in the economy,
- (b) Equips people with necessary skills and competencies and enhances them with innovative capacity,
- (c) It facilitates the adoption and implementation of foreign technology and helps to reduce the knowledge gap between technologically advanced nations and developing nations, and
- (d) Helps nations to compete in global markets.

Therefore, the right knowledge, skills, abilities and aptitudes to achieve these benefits of education are derived from educational institutions. This makes educational institutions the industry where future leaders, workers, doctors, lawyers, engineers, politicians, teachers, and thinkers among others, are produced.

Investment in human resources through the provision of quality and sustained education is crucial to the development of society. Many studies have shown a consistently positive relationship between education and labour productivity (Harbison, 2010). This is because better education tends to be associated with employment opportunities, greater earnings, and greater capacity for service delivery.

Human resources remain the heartbeat of any nation. Effective development and management of these resources constitute an indispensable ingredient in promoting or engineering the development and transformation of any society. The attainment of the above lofty goal, to a large extent, is a function of both qualitative and quantitative education. Therefore, effective development is dependent on the viability and availability of human resources which determinant is sound and standardized educational system. World Bank (1999) cited in Oseni (2014) explains that the single most important key to development and poverty reduction or alleviation is education. It is therefore essential for any nation that is interested in development to invest more in education to improve on academic standards and performance of its citizens at all levels.

The all-important roles of educational institutions make it imperative that the institutions should be sacrosanct. Today, malpractices in educational institutions have thwarted these noble roles and objectives of educational institutions. The effect of malpractice on education is alarming in that instead of education being an agent of purifying the minds of the children to become useful members of society, it is rather diverting these minds of the children away from what education is intended in Nigeria. Nowadays, graduates of our educational institutions do not measure up to the standard of both internal and external evaluators (Nwakwo 2012).

The implications of malpractices are predominant, its impact is visibly seen in the type of human resources the education system has trained. Again, the goal of the educational system is to inculcate a high level of discipline, diligence, morals and love for each other to the recipients, but when education is fraught with malpractice, the all-important feedback mechanism becomes faulty and the educational system becomes distorted. Malpractices in the education system have re-ordered our values orientation.

The moral tone and value system of the people parading with cheap certificates is very low. They can go to any length to get what they want and they believe in using money, undue influence, connections, and favouritism to get what they want. Today, the prevalent bank failures, collapse of buildings, economic sabotage, drug trafficking, fake drug manufacturers and sales are practical effects of moral decadence emanating from examination malpractices. The effects of examination malpractice and fraud are also manifested in our filling stations, churches, hospitals, and markets. Examination malpractice with its disadvantages, is affecting all facets of the society (The C.W.O Voice 2010). In light of the above, the article is an attempt to examine the effect of examination malpractice in educational institutions as it affects human resources development and service delivery in Nigeria.

## 2. Statement of Problem

One of the problems confronting examination in the Nigerian educational system is the unethical behaviour before, during and after examination, known as examination malpractice and has become rampant in our educational institutions to the extent that it has brought our educational system to ridicule. This is true considering the calibre of individuals involved in it.

The examination malpractice which takes place at all levels of the Nigerian educational institution is nothing but a reflection of the society. Educational institutions in Nigeria are not in a vacuum, but in the same corrupt society, the sector is as corrupt as the public and private sectors. The fact of the existence of corruption makes Yusha (2012) observe that when people talk about corruption, usually they refer to public funds siphoned or misappropriation by civil servants, contractors/politicians, hardly do they think of the type of corruption that destroys the minds of our children and siphons the moral values of our society, the monumental corruption that is taking place in our educational system. This type of corruption is a more dangerous and more serious threat to the future of Nigeria. Educational institutions have been deteriorating to the extent that instead of being agents of purifying the minds of our children to become useful members of our society, it is now diverting the minds of our children away from what education is all about. There is also a common belief in certificates as the only yardstick to measure one's qualification in Nigeria. This has led many to buy educational certificates to prove their academic worth (Yusha, 2012).

According to Danbaba et al., (2018), there are many sophisticated methods of examination malpractices and these involve contracting the examination by using unemployed graduates, the use of 'mercenaries', creating special centers in the rural areas tagged 'miracle centers', communicating the correct answers through handsets, disturbing the invigilators or supervisors through distraction of attention while cheating is going on, starting of examination before the time of examination, substituting answer scripts or booklet during or after the examination, writing of examination after others have stopped, removing the answer booklet from the examination hall, tearing off some pages of answer booklets or question papers, substituting question paper with an old question paper while the new one is thrown out to the 'mercenaries', impersonation, having foreknowledge of examination, insulting and assaulting of the invigilators or supervisors, coming to the public examination hall with dangerous weapons like guns, cutlasses, knives, pistols, charms, acid, axes, and so on, to harm anybody that disturbs or disallows examination malpractices in such centers have become common.

Despite the decrees and laws passed by the Federal Government to curb examination malpractices, the problem is still lingering and increasing in geometric progression. Some teachers, lecturers/professors, especially at higher educational levels, make their business intention known to the students by telling them what they need to do in order to pass their course. Those students who are not willing to play by the prescribed rules of the games are advised to drop the course before it is too late (Olanipekun 2003).

The calamity of examination malpractice is not just the havoc it wrecks on our education system, but the gradual introduction of youths into fraud erodes the creativity, resourcefulness, ingenuity, skills, originality, inventiveness, initiative, technical know-how and moral values of employees and consequently undermine service delivery.

Owing to examination malpractices in our educational system, examination results tend to give a false picture of the state of affairs; hence a good number of school graduates cannot defend the grades obtained in examination. Given the above, this article therefore seeks to examine the effect of examination malpractice in our educational institution as it affects human resources development and service delivery in Nigeria.

### **3. Review of Related Literature**

#### **The Concept of Examination Malpractice**

Examination malpractices have been viewed and defined variously by different authors. For instance, UNESCO (2006) defines it as massive and unprecedented abuse of rules and regulations about internal and external examinations through the taking of examinations, their markings and grading, to release of results and the issuance of certificates. Olanipekun (2003) views examination malpractice as the failure to carry properly or honestly conditions specified by the examination body (school authority) for the evaluation of students in a programme of study. This implies therefore that any student who, before, after or in anticipation of any examination or test, goes against the rules and regulations guiding the conduct of the examination is involved in examination malpractices.

Wiliayak (2003) describes examination malpractice as 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 to obtain undeserved marks or grades. In the same vein, Nwakwo (2012) opines that examination malpractice is any irregular behaviour by a candidate that contradicts the rules and regulations governing the conduct of examination.

This work defines examination malpractice as the act of violating examination rules and regulations by a candidate or their agents before, during or after an examination in order to have an undue advantage. This gives the candidate an unfair advantage and reduces the reliability of the grades and scores obtained by candidates if they are not caught and sanctioned.

#### **The Concept of Human Resources Development**

Okoli & Oranusi (2011) see human resources development as the framework for helping employees develop their personal and organizational skills, knowledge and abilities. Human resources development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

Business Dictionary (2013) explains that human resource development specifically deals with the training and development of employees. According to the Dictionary, human resource development includes: training an individual after he/she is first selected, providing opportunities to acquire new skills distributing resources that are beneficial to the employees' tasks, and any other development activities. The concept of human resources development focuses on the ability of an employee to acquire knowledge and skills on the current job that can be used as a competitive advantage by strategically investing it through learning and development programmes, employee engagement, retention, talent management and career development.

#### **The Concept of Service Delivery**

The word service delivery is a nascent word which has been defined by different scholars in different ways. According to Collins (2010), it is the mechanism through which public services are delivered to the public by local, municipal or federal government. He lists some of them to include: sewage and trash disposals, street cleaning, public education, health care and many more. Similarly, James (2012) sees it as a component of administration that defines the interaction between providers (which could be government or private) and clients where they provide or offer a service, whether it is information or task and the client either finds value or loses value as a result of it. He went ahead to stress that good service delivery provides clients with an increase in value.

In another direction, Steven (2014) stressed that service delivery is a new facet of public administration that is centred on the qualitative provisioning of goods and services to the public and also ensuring that the provided goods and services meet the expectations and satisfaction of the public. Espousing the same idea, Davidson (2016) has defined service delivery as an organized process of ensuring that clients, consumers or customers' needs, expectations and satisfaction are fulfilled. He stressed that the

idea behind the concept of service delivery is to render qualitative service and meet the needs of the target audience. Olowu (2010) sees it as a mutual relationship between a service provider (which could be the state) and its beneficiaries (the public). He stressed that the primary responsibility of any responsible state is to deliver services to those who cannot afford the market price of the product. Fundamentally, the ability of a government to legitimately tax and govern people is premised on its capacity to deliver a range of services required by its population which no other player will provide. In other words, the government owes their existence and their legitimacy to the fact that there are services in which the possibility of market failure is great.

The traditional explanations of government organizations begin with an analysis of what constitutes this category of services: goods and services that require exclusion, jointers of use or consumption, and are not easily divisible are regarded as public goods and services (Olowu, 2010). Increasingly, interest is shifting to the possible role of the private sector, voluntary organizations, and communities in improving the delivery of public services. In particular, advances in technology have increased the possibility of greater involvement of several institutional actors in the provision of services. Moreover, the pressure toward greater citizen involvement in decision-making in government has compelled governments everywhere to seek to increase the quality of government services at a time when the available resources for delivering services have declined (Olowu, 2010).

#### **4. Theoretical Underpinning**

System theory is adopted as the theoretical framework of the study. It was first popularized by David Easton in 1954. It is one of the landmarks in the evolution of modern organization theory. According to this approach, an organization is considered a social system and thus has to be studied in its entirety. In simple words, a system is a collection of interrelated parts which receive inputs, act upon them in a planned manner and thereby produce certain outputs. The additional quality of a system is depicted in the management of control, which is the feedback mechanism (Eghe, 2003).

The foremost contributors to the systems theory contend that an organization is a total system i.e. a composite of all subs – systems which serve to produce the desired output. The basic assumption is that the elements of the organization's structure and function emanate from the characteristics of human problem-solving processes and rational human choice. Therefore, an organization is conceived as a people making choices and behaving based on their reaction to their needs and environment.

This theory emphasizes the identification of the decision centre and communication media through which information is passed within the organization system (Davidson, 2010). The system approach is based on the observation that in organized systems, the behaviour of any part ultimately affects the behaviour of every other part. All these effects are neither significant nor even capable of being detected. Therefore, the essence of this orientation lies in the systematic research for significant interactions when evaluating actions and policies in terms of an organization as a whole, i.e. their overall effect (Eghe, 2003).

According to Boulding (1926), a system's parts are constantly in a state of interaction which is dynamic or ever-changing. What system analysts would hope to do is to predict the system's movement and offer an explanation or prescription for the relationship between its parts which affords it the best chance of accomplishing its goals. An important diversion of the system approach is the interaction between a system and its environment. The underlying assumption is that the system and its environment are reciprocally influencing each other and this process is continual.

#### **5. Methods and Strategies of Examination Malpractices**

Examination malpractice is already becoming a culture in the Nigerian educational scene because it is done by most parents, students, teachers and lecturers. Ordein (2015) posits that year in and year out, students come up with new strategies and dimensions of examination. For instance, examination malpractices vary, they range from impersonation, leakage of questions, tempering with the results, and computer fraud to fraudulent practices by the investigators, officials and security personnel charged

with supervising examinations. Parents are not left out of the business. Other dimensions, according to the author include bringing foreign materials into examination halls.

Abba (1998) identified some methods like giraffting, contraband, bullets, super-print, escort, missiles, pregnant biro and so on. At times like this assistance often comes from education stakeholders and examination stakeholders like parents, teachers, supervisors, security agents, printers, and staff of examination bodies. Some parents go to any length to buy question papers for their children, some buy certificates for their children. In many examinations, it was discovered that supervisors are colluding with teachers, the school's principal and students, lecturers or teachers to release question papers or give underserved marks. Security agents, printers and staff of examination bodies also sell question papers.

On the other hand, Afolabi (1998) listed various methods and strategies adopted by students to include:

- (a) Posing as a bonafide candidate, entry for similar subjects and multimedia entries; insulting or assaulting examination officials, there are cases of students insulting examination officials as they carry out their business. The main aim is to distract them from effective supervision so that students can cheat during the examination.
- (b) Collusion: This is a situation where two or more candidates agree to receive or give assistance to each. If it is verbal, this is called ECOMOG or ECOWAS. Afolabi further said that collusion involves the exchange of scripts, passing notes for help from outside and inside the hall; delaying the commencement of the examination in one centre to obtain questions from nearby centre which has started, collusion arising from bribes or threat to the lives and property of supervisors.
- (c) Mass cheating: Here the candidates in the examination hall at times are massively involved in one or some of the irregularities mentioned above.
- (d) Inscription: Students have now advanced to the level of inscribing materials or information on anything like parts of the body, for example, palms, thighs, body, dresses, handkerchiefs, rulers, purses, chairs, tables, and walls of examination halls. Some students even code points and synthesize their notes in such a way that they will be the only ones who can understand and use them for cheating.,
- (e) Personal connection. There are cases where some influential students make use of godfathers in politics, economic high towers, parents and cult members to influence the outcome of examinations.

The incidence of examination malpractice has become so widespread that there is virtually no examination anywhere (at all levels) and outside the formal system without one form of shoddy practice or the other. The examination period witnesses the emergence of new and indigenous ways of cheating. Sule (2009) situates the present Nigerian educational system is in a state of serious crisis, painful stress and an undiminished state of malpractice. Schools have failed in their responsibility to prove to the country that students are worthy, both in character and in learning.

The phenomenon has turned into a complex and organized crime perpetuated by both private and community-owned schools. The situation has made Nwakwo (2012) put questions thus: "Is there still a need to study in this country? is attending school nowadays still crucial? is reading and studying hard to pass examination still prevailing among the students of this country? Our youths are no longer studying their books because miracles are happening in their examination halls. Examination malpractice has spontaneously dominated many of the Nigerian schools including private schools. Today, examination malpractice is among the serious problems and the worm that is plaguing our educational system.

## **6. The Impact of Education on Human Resources Development**

The term education seems to be difficult and elusive to define. It does not lean itself to a particular definition and certainly not the one that can endure as alterably true, hence Smith (2005) observes that education has been a source of much inconclusive philosophical debate since the middle ages. According to Smith, education has attributes of a living organism which, while possessing some

permanent features, is nevertheless constantly changing, adapting itself to new demands and new circumstances. Constants (2006), on his part, exhibits serious and intellectual confusion between various aspects of education- the concept of education as a commodity.

Therefore, education being discernable and immutable cannot be defined, but it is clear that it has two basic dimensions along which such definitions can take. On the other hand, education is a process, a vehicle, a means. Some proponents define education as a process of acquiring knowledge of some basic facts of life (Smith, 2009). Others emphasize it as a means which generates and transmits to the succeeding generations those of their cherished cultural and associated values which they believe to be essential for society's positive development (Ugal & Bertiang, 2003).

Education has been described and regarded as the best any nation leaves behind for generations to come and a veritable instrument for achieving national goals. Education is a kind of learning that takes place either in a formal or informal setting which brings about the development of character and contributes meaningfully to the society's wellbeing. Njoku (2004) asserts that education is the instrument that transforms the totality of the individual into a functional citizen. This is because the individual is not only expected to be found worthy in character but also in learning.

This perhaps led the World Bank (1999) to conclude that education is the single most important key to development and poverty alleviation. According to Akau (2001), this leads to the field of applied education which is concerned with the release of mental, psychological and sometimes physical potentials and skills of the individual to affect change, usually positive and fundamental change. Therefore, the relationship between education and human resources development is interdependent and this prompted Wileyat (2009) to view the system as an instrument a society uses to equip its entire people to lead productive public lives and full personal lives according to their talent and interest. Hence, human resources are the products of education.

In addition, education has a lot to contribute to democracy as it enables the citizens to be enlightened about their rights and contribute maximally to a nation's political process. It also helps equip and empower women to realize their full potential and participate fully in the social, political, cultural and economic development of the nation.

## **7. The Legal Implications of Examination Malpractice**

The provision of a legal framework to stem the tide of examination malpractice has led to the promulgation of various laws and penalties ranging from imprisonment to the option of a fine or both. Basically, according to Section 14 of the Examination Malpractice Act, it is the exclusive power of the Federal High Court to entertain and sit over examination malpractices. Section 14 of the Act Cap E 15 LFN 2004, clearly states that examination malpractice is a crime and is triable by the Federal High Court. In a case of *Aboki J. C. A. stated in Oltayo V. Federal University of Technology, Minna* (2007) LPELR CA/A/136/06 therein inter alia that: The offence of examination malpractice which the Appellant was accused and upon which she was investigated by student's Disciplinary Committee of the Federal University of Technology, Minna and later expelled by the Senate of the University is only triable by the Federal High Court pursuant to Section 14 of the examination malpractice Act. Neither the Student's Disciplinary Committee nor the Senate which approved the recommendation of the Student's Disciplinary Committee have jurisdiction under the law to adjudicate on an allegation of crime as they are not a court of law.

Similarly, in the case - *University of Calabar Vs Ugochuchukwu and Ors (No.2)* (2007) 17 NWLK (RT. 1063) 248 AT 266-267, noble justice, NGWUTA JCA, (as he then was) held the view that an academic institution may discipline a student for infractions to University rules and regulations bordering on examination malpractices notwithstanding that these infractions also amount to serious criminal offences.

It is perhaps important to state that the only requirement to be met on the part of the University or academic institution in question is that in exercising its disciplinary power, it must adhere strictly to the principles of natural justice in the conduct of its activities. The principle of fair hearing states that

an accused person whether before the regular courts or before the tribunals, Boards, or Panel of Enquiry, must be given the opportunity to:

- (a) know what is alleged against him
- (b) be present when any evidence against him is tendered
- (c) be given a fair opportunity to correct or contradict such evidence; including cross-examination of the witnesses presented by his accuser (s) (Uchechukwu, 2012).

Examination Malpractice Act equally empowers the examination body to withhold, suspend or cancel the result of a candidate or ban or blacklist a candidate from taking its examination if it is satisfied that the candidate has engaged in the form of examination malpractice (see Examination Malpractice Act 16 (1) a-b). Examination malpractice is both administrative and a crime. The former is within the purview of academic institutions while the latter is an offence against the State. In determining the allegation of examination malpractice against a student, academic institutions must comply with the principle of fair hearing and failure to adhere will lead to the nullity of the proceeding (Ijabadeniyi, 2017).

Examination Malpractice is an offence under Section 1 (2) (a) of examination malpractice Cap E 15 laws of the Federation of Nigeria, 2004 with a fine of #100.000 or imprisonment for a term not exceeding three years or both. Such fine and imprisonment, where the person is under eighteen years; in the case of the principal, teacher, invigilator, a supervisor, an examiner or an agent or employee of the examination body concerned with the conduct of the examination, imprisonment for the terms of four years without the option of a fine; and in any case. It therefore follows that a person accused of examination malpractice is entitled to a right to a fair hearing under Section 36(1) (4) of the 1979 Constitution.

## **8. The Impacts of Examination Malpractice on Human Resources Development: Implications for Service Delivery**

The educational system in Nigeria today focuses on materialism, bribery, fraud, violence, certificate racketeering and a host of social vices. Society is not interested in the way individuals acquire success, what matters is success; this is the reason why the educational system has been marked with the ability to produce thousands of graduates who need to attend further training before they can be fit for a job. It is frustrating that all the stakeholders in education are involved in promoting education corruption (Oseni, 20014).

Examination not only serves as feedback for the learner to ascertain the level of knowledge acquisition but also serves as a measure of knowledge retention by the trainee; therefore, any irregularity distorts this feedback mechanism and gives a fake outcome of the learning process. In traditional African society, teaching and learning were basically practical. The student learned orally and through close observation of the master. It was through imitation, no issuance of certificates to prove completion of the course of study since the society was interested in skill acquisition and practical demonstration of the arts learnt. There was no need for certification since education was viewed as a means to an end and not an end in itself (Akanranga & Ongoing, 2013).

The Western educational acquisition system or formal education is measured on certificates. Yet, certificates are not a full proof of knowledge retention before the certificate is awarded, the students have to be assessed or examined in the field they have been trained. Nnam & Inah (2015) note that examination is a yardstick which students or candidates' competencies and progress are formally measured and appraised in the education sector. Ekaikwu (2012) in support of the above sees examination as part of evaluation aimed at determining the learner's level of skill acquisition or intellectual competence and understanding after a given training.

In any society where examination malpractice is pre-dominated, its impacts are seen in the type of human resources the educational system has trained. The educational system strives to inculcate high-level discipline, diligence, morals and love for others in the recipients, but when the examination is fraught with malpractice, then all the important feedback mechanisms become defaulted and the



educational system becomes distorted. Examination malpractice vitiates the credibility, validity and reliability of tests, which are basic instruments of examination. When people who are not found worthy in learning and character are certified fraudulently, such a phenomenon portrays serious implication for the society.

The moral tone and value system of the people parading with chap certificates are very low. They can go to the extent to get what they want and believe in using money, undue influence, proximal connections and favouritism to get what they want. The prevalent bank failures, collapse buildings, economic sabotage, drug trafficking, fake drug manufacturing and sale are practical effects of moral decadence emanating from examination malpractice. Our moral value system has degenerated we find it difficult to call a spade a spade. The effects of examination malpractice and fraud are manifested at our filling stations, churches, homes, hospitals markets and so on ([http://new2.onlinenigeria.com/general5692-examination malpractice...](http://new2.onlinenigeria.com/general5692-examination%20malpractice...))

Ammani (2009) cited in Paul et al., (2013) observed that all societies require education to enable new members not only fit into work roles in the world of work, but also to satisfy the labour needs of the economy. The development of human resources, national and economic development is two sides of the same coin therefore, human resources is recognized as an agent of national development in all countries. However, a resource whose determinant is sound and standardized is a product of the educational system. This, according to Emaikwu (2012) cited in Paul et al., (2013) is because the more advanced nations of the world, with superlative and result-oriented qualitative education, have become unassailable parameters for social transformation, innovation and social change. In consonance, Ishola & Alani (2013) cited in Raul et al., (2013) opines that providing education to people is one of the major ways of improving the quality of human resources. Apart from being an issue of social concern, education provides an economy with healthy trained human resources required for economic growth and development.

Wiliyak (2009) cited in Paul (2013) opines that the education system is an instrument a society uses to equip its entire population to lead productive lives and full personal lives according to their talent and interest. She maintained that this system must be such that gifted individuals have full opportunity to develop their skills; it must give scope for training of the leadership group and at the same time provide for the development of all vocational abilities needed for the creation of a progressive and democratic society.

Most often examination is not a challenge to human resources development due to what Ijomah (2013) cited in Paul et al., (2013) has identified as poor investment in human capital development in the country. One of the hurdles to the development of human capital in Nigeria today is the widespread examination of malpractices at all levels of her educational system. Examination malpractices have been embraced by all and sundry in Nigeria, people no longer see it as a crime, both old and young engage in this crime. People no longer see examinations as what you can write and pass unless you are helped. This scourge is the order of the day in our primary, secondary and tertiary institutions and training schools.

The significant of education on human resources development in particular and society at large cannot be thrown overboard. This is so because education, as seen by Okau (2012), is a social institution, it is an area of concern for the young, as well as old, the educators as well as the students, the leaders as well as the lead, and the legislators as well assess the executives. Aina (2005) pointed out that education deals with human development activities, which are designed to improve the overall competence of the employee in a specific direction and beyond currently held. It goes beyond the present job to the next and entails preparing people for life. Purposeful education enables the individual to understand and study real-life situations, develop an opportunity for creating confidence in the minds of the young generation and provide a strong base for rational, value and nation-building progress.

According to Okau (2012), this leads to the field of applied education which is the release of mental, psychological and sometimes physical potentials and skills of the individual to affect change, usually positive and fundamental change. Thus, human resources development is an integrated use of

training and development, career development and organizational development to improve individual and organizational effectiveness. The relationship between the educational system and human resource development is highly significant, and these two indicators of the economy are interdependent.

Human resources development is a framework for helping employees' development their personal and organizational skills, knowledge, and abilities. Human resource development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance and organization development. Harbison (2010) examined the concept from the angle of human capital development. To her, it is a process that relates to training, education and other professional initiatives/interventions to increase the levels of knowledge, skills, abilities, values and social assets of an employee which will lead to the employee's satisfaction and better performance, and eventually improve organization performance.

If examination malpractices in Nigerian are not checked, it will have a cataclysmic effect on the human resource development, ipso facto, the service delivery will be zero. You cannot put something on nothing and expect it to work. The effect of examination malpractices on human resource development and service delivery will result in Nwakwo's (2012) cited in Paul et al., (2013:23) observation concern that "this generation of graduates will end up producing doctors who will forget scissors and towel in the stomach of the patient after surgical operation as long as malpractices are prevailing; this generation will continue to produce students with alpha (distinctions) WAEC result, first class honour in the universities without a single knowledge in any definite course or subject. This generation will continue to produce teachers who are unable to spell the names of their schools correctly. This generation will end up producing lawyers who cannot differentiate between an accused person and the complainant."

The Nigerian employer's association often complains that graduates are poorly prepared for work. They believe that academic standards have fallen considerably over the past two decades and that a graduate certificate is no longer guaranteed for communication skills or technical competence. As a result, graduates are commonly called half-baked and not suitable for employment (Okoli & Oranus, 2011). Abba (2006) noted that it has been reported that some foreign countries like USA and United Kingdom have refused to accept Nigerian degrees due to the prevalence of examination malpractice. It is posing a great threat to the survival and sustainability of good quality education, integrity and credibility of the certificate awarded. Most of the social ills, including medical practices by incompetent doctors, manufacturers and sale of fake drugs by pharmacists, collapsed buildings designed by fraudulent engineers, massive fraud in the banks, miscarriage of justice, rigging of election by unelected politicians, poor quality pastors who take advantage of their members, are typical examples of malpractices which have to be stemmed.

Examination malpractice has grave consequences on individuals and institutions of learning, communities and the country at large. Dismissals, termination of appointment, loss of position, and lack of self-confidence are the effects and have caused a lot of suffering to individuals, families, and the nation. Some who procure certificates cannot defend them let alone deliver at their duty posts.

## **9. Conclusion**

From the foregoing, it is obvious that examination malpractice constituted a serious threat to human resources development and service delivery in Nigeria. It is a social malady that requires urgent attention before it ruins the lives of many young Nigerians and renders the nation's educational system impotent and thus hampers the attainment of human capital developmental objectives of the society. It is a negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices. The products of examination malpractice always end up with unfulfilled dreams in their chosen careers and finally, anyone who engages in examination malpractice is building on a false foundation which can lead to serious professional errors.

## **10. Recommendations**

In the light of the above fact, therefore, the author made the following recommendations as the way forward:

- (a) The government should implement the 21-year jail term for examination malpractice and related offences promulgated many years ago,
- (b) Emphasize should be laid more on practical knowledge and experience rather than on paper qualifications. Every certificate holder should be made to defend his/her certificate before employment,
- (c) There should be regular payment of salaries and allowances for lecturers and other administrative staff.
- (d) Students should be made to understand and appreciate hard work, dedication and commitment to studies,
- (e) There is a need to promote reading habits among students,
- (f) School authorities should admit only qualified students to their institutions,
- (g) There is a need to enhance the conditions of service of the teachers so that they can discharge their duties effectively.

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