

Information Communication Technology and Examination Mal-Practice in Public Post-Basic Education and Career Development (Pbecd) in Fct, Nigeria

Olofinkua Vincent Kayode (Ph.D)

Department of Educational Management, St Augustine College of Education, Akoka, Lagos State, Nigeria

volofinkua@staugustinecollege.edu.ng

Olowonefa Jethro Abiodun, Ph.D

Educational Management, Faculty of Education, University Of Abuja, Nigeria

ayodeleolowo1965@mail.com

Abstract: The study examined teachers' perception on impact of information communication technology on examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria. This study adopted the descriptive survey design. The population of the study consisted of all teachers in public secondary schools in FCT. The sample size of the study was 200 selected from all the six areas councils in FCT with the aids of simple random techniques. The instrument used in collecting data for the study was structured questionnaire. The instrument was validated by two of the experts are in the department of educational management university of Abuja. To the reliability of the instrument was ascertained through a trail test which yielded a Cronbach's Alpha coefficients of 0.81 were obtained. The instrument was therefore considered reliable enough to be used for the study. A criterion mean of 2.50 was also established to analyze the questionnaire, thus, responses with mean of 2.50 and above were accepted while those below 2.50 were not accepted. The t-test statistics was used to test the hypotheses at 0.05 level of significance. The specific objectives includes finding out the impact of information communication technology on examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria and finding out the problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria. The study concluded that there is significant relationship between information communication technology and examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT. The study also showed that funding problem, poor internet connection, shortage of ICT facilities, unstable electricity, shortage of ICT infrastructure facilities, ICT literacy, poor implementation of ICT policies in schools and high cost of operation are problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria.

Keywords: Information Communication Technology, Examine Mal-practice, Post-Basic Education and Career Development (PBECD).



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1.1 Introduction

Secondary Education is a kind of the education that children receive after primary education and before the tertiary education. Based on the 9-3-4 system of education, secondary education it comprises six years duration, but given in two stages: a junior secondary school stage and a senior secondary school stage, each to run for three years duration (Mohammed, Ogunode, & Yahaya 2021). Secondary Education is also referred to as Post-Basic Education and Career Development (PBECD) which is defined by National policy on education (2014) as the education children receive after a successful completion of nine years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (National policy on education 2014).

Secondary Education is a six-year form of education which children receive after primary school before proceeding to the tertiary level of education. According to the National Policy of Education (Federal Republic of Nigeria, 2004), secondary education is the form of education attended by children after primary education and before tertiary education with the aim of preparing individual for useful living within the society and for tertiary education. Secondary educations exist within the ambits of the law and are supervised by the Ministry of Education and its State agencies. Ogbonnaya (2010) referred to secondary education as full time education provided after primary education for pupils in secondary schools between the ages of twelve and eighteen plus.

The broad goals of Secondary Education according to the National Policy on Education (2014) include, the preparation of the individual for useful living within the society and Higher education. In specific terms, the objectives are to: to provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background; to offer diversified curriculum to cater for the differences in talents, opportunities and future roles; to provide trained manpower in the applied science, technology and commerce at sub-professional grades; to develop and promote Nigerian languages, art and culture in the context of world cultural heritage; to inspire its students with a desire for self-improvement and achievement of excellence; to foster national unity with an emphasis on the common ties that unite us in our diversity; to raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (Noun, 2009). Also, the objectives of Post-Basic Education and Career Development (PBECD) according to (National policy on education 2014) are to: a. provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; b. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; c. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; d. provide entrepreneurial, technical and vocational job-specific skills for

self-reliance, and for agricultural, industrial, commercial and economic development; e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; f. inspire students with a desire for self-improvement and achievement of excellence; g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and h. raise morally upright and well-adjusted individuals who can think in dependently and rationally, respect the views and feelings of others and appreciate the dignity of labour. (National policy on education 2014). The realization of the objectives of Post-Basic Education and Career Development (PBECD) depend on the availability of many factors such as artificial intelligence. The realization of Post-Basic Education and Career Development (PBECD) objectives depends on the availability of both human and materials resources like information communication technology.

Information and Communication Technology (ICT) is the integrated use of electronic tools and systems, including computers, telecommunications, and media technologies, that facilitate the collection, storage, processing, transmission, and sharing of information. In educational settings, ICT encompasses a wide range of hardware, software, and networks that support various activities such as teaching, learning, administration, and research. These technologies enable users to access and manipulate data, enhance communication, and streamline processes, ultimately transforming the way information is delivered and received within institutions. ICT plays a vital role in modern education by improving access to knowledge, fostering collaboration, and promoting innovative learning experiences (Ogunode, et al 2024). ICT is defined by the United Nations Educational, Scientific, and Cultural Organization in Victor and Faga (2015) as any technology used for the creation, storing, sharing, transmitting, or exchanging of information. The notion was established to encompass technologies like radio, television, video, DVD, telephone, and network hardware and software, along with related services like electronic mail and video conferencing. ICT is a more general term that emphasizes the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), intelligent building management systems, and audio-visual systems in modern information technology. It is frequently used as an extended synonym for information technology (IT).

ICT can be broken down into two parts: information technology (IT), which refers to the hardware and software used for information gathering, storing, processing, and presenting data, and information and communication infrastructure (ICI), which refers to actual telecommunications systems and networks (cellular, broadcast, cable, satellite, postal), as well as the services that use them (Internet, voice, mail, radio, and television). The hardware tools and software applications used in the process of delivering instruction toward high-quality teaching and learning in business education programs are referred to as ICT resources in the context of this study (World Bank in Wale, & Temitope, 2019). ICT includes all technological tools, including network and computer hardware, communication middleware, and required software, that are used to manage information and facilitate communication. Stated differently, ICT includes broadcast media, telephony, IT, all forms of audio and video processing and transmission, and network-based control and monitoring (Abara, Ogunode, & Olatunde-Aiyedun, 2022). ICT appear to be a potential technological resources that can be used to address the problem of examination malpractice in the educational institutions.

The menace of examination malpractice is not a new evil in West Africa. The education authorities in most West African countries like Nigeria, Ghana, Senegal, Mali have long expressed concerns about the threat of examination malpractice to quality of education. The bane of examination malpractice has increasingly become worrisome due to the involvement of teachers and supervisors in perpetration of the act. Many heads of institutions and staff of external examination bodies now connive with desperate students to undermine the integrity of examinations. The spirit of hard work is fast fading among students. The libraries are getting

deserted; many students no longer read or study hard anymore (Onyema, Ani, David, Isa, Alsayed, & Naveed, 2019).

The incidences of examination malpractice are common everywhere and every examination season witnesses the emergence of new ingenious way of cheating (Solomon, 2014). The modern trend of examination malpractices involves the use of miniature technologies such as specialized wrist watch, eye glass and mobile phones etcetera. However, despite the negative application of technology by perpetrators of examination malpractice, the use of technology remains one of the best ways to tackle the menace of cheating in examinations (Onyema, et al 2019).

Examination malpractice is any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage (Oko, & Adie, 2016). Examination malpractice is any improper action carried out before, during and after the examination with the intention of cheating or having an advantage (Obidigbo, 2011).

Examination malpractice does not only diminish the integrity of examinations but can also lead to deprivation, marginalization and denial. When people are allowed to get away with cheating, it causes the assessors or examiners to award the perpetrators marks, grades, and prizes which they do not deserve. This can frustrate genuine efforts and terminate dreams of those who genuinely work hard to earn such grades and prizes. Examination malpractice lowers academic productivity and endangers the future of education in West Africa and beyond. Many products of this menace are erroneously seen as being excellent based on the classes of certificates in their possession, and this increases their chances of placements compared to those with lower classes of certificates. The devastations created by examination malpractice is colossal and recurrent, hence the need for use of technology to nip it in the bud (Onyema, et al 2019).

Examination malpractice as an illegal act committed by a single student or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, computer operators or secretarial staff and anybody or group of people before, during, or after examination in order to obtain undeserved marks or grade (Awanbor, 2014). Examination malpractice as any act carried out by anybody that defies the rules that guides a student whose knowledge or ability is being tested in a particular knowledge or skill with the aim of distorting the student's true knowledge or ability (Omoyibo, 2015). It is based on this that this paper seeks examine teachers' perception on impact of information communication technology on examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria.

1.2 Purpose of the study

The purpose of this study is to examine teachers' perception on impact of information communication technology on examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria. The specific objectives includes;

1. To find out the impact of information communication technology on examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria;
2. To find out the problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria.

1.3 Research Questions

Based on the purpose of the study, the following research questions were generated for the study:

1. What is impact of information communication technology on examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria?;

2. What is the problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria?.

1.4 Hypotheses

Based on the research questions of the study, the following research hypothesis was generated for the study:

H0₁: There is no significant relationship between information communication technology and examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT.

1. Method

This study adopted the descriptive survey design. The population of the study consisted of all teachers in public secondary schools in FCT. The sample size of the study was 200 selected from all the six areas councils in FCT with the aids of simple random techniques. The instrument used in collecting data for the study was structured questionnaire designed by the researchers. The instrument is titled “Information Communication and technology and Corruption Questionnaire (ICTCQ)”. The instrument consists of two parts 1 and 2. Part 1 sought information on respondents’ personal data, while part 2 sought information required to answer the research questions. The part 2 was broken into three clusters – A and B. The instrument was validated by two of the experts are in the department of educational management university of Abuja. To the reliability of the instrument was ascertained through a trail test which yielded a Cronbach’s Alpha coefficients of 0.81 were obtained. The instrument was therefore considered reliable enough to be used for the study. A criterion mean of 2.50 was also established to analyze the questionnaire, thus, responses with mean of 2.50 and above were accepted while those below 2.50 were not accepted. The t-test statistics was used to test the hypotheses at 0.05 level of significance.

3.0 Result

Table1: There is no significant relationship between information communication technology and examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria.

Model	r	r ²	adjr ²	Df	F	sig	
Regression	200	0.039	0.032	1	12294	0.001	
Residual				1195			

Data collected from Table one indicated that information communication technology got r-value of 200 and r-square value 0.039 which had an adjusted r-square of 0.032. This result disclosed that information communication technology have significant relationship with examine practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria with a degree of 2.7% of academic performance. Also result obtained in the ANOVA simple regression revealed that F-value of 12.294 with p-value of 0.001, was lesser than 0.05 the chosen alpha level implying there is significant relationship between information communication technology and examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT .

Table 2: What is the problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria

S/N	The following are problem militating against effective usage of information communication technology to	X	S.D	Decision
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	address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria			
1	Funding problem	3.18	0.91	Agree
2	Poor internet connection	3.16	0.85	Agree
3	Shortage of ICT facilities	3.12	0.82	Agree
4	Unstable electricity	3.48	0.59	Agree
5	Shortage of ICT infrastructure facilities	3.03	0.76	Agree
6	ICT literacy	3.55	0.49	Agree
7	Poor implementation of ICT policies in schools	3.35	0.62	Agree
8	High cost of operation	2.89	0.109	Agree
	Total Average mean	3.24		

The scores obtained are as showed as follows: funding problem (item 1, $x = 3.18$), poor internet connection, (item 2, $x = 3.16$), shortage of ICT facilities (item 3, $x = 3.12$), unstable electricity (item 4, $x = 3.48$), shortage of ICT infrastructure facilities (item 5, $x = 3.03$), ICT literacy (item 6, $x = 3.55$), poor implementation of ICT policies in schools (item 6, $x = 3.35$), high cost of operation (7, $x = 2.89$) and the total average mean of 3.24 which means that all respondents agreed that funding problem, poor internet connection, shortage of ICT facilities, unstable electricity, shortage of ICT infrastructure facilities, ICT literacy, poor implementation of ICT policies in schools and high cost of operation are problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria

3.1 Findings

The study established that there is significant relationship between information communication technology and examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT. The study also showed that funding problem, poor internet connection, shortage of ICT facilities, unstable electricity, shortage of ICT infrastructure facilities, ICT literacy, poor implementation of ICT policies in schools and high cost of operation are problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria

3.2 Discussion of Finding

The study indicated that there is significant relationship between information communication technology and examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT.

The study also revealed that funding problem, poor internet connection, shortage of ICT facilities, unstable electricity, shortage of ICT infrastructure facilities, ICT literacy, poor implementation of ICT policies in schools and high cost of operation are problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria

3.3 Conclusion and Recommendations

The study examined teachers' perception on impact of information communication technology on examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria. The specific objectives includes ;i) to find out the impact of information communication

technology on examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria; ii) to find out the problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria.

The study concluded that there is significant relationship between information communication technology and examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT. The study also showed that funding problem, poor internet connection, shortage of ICT facilities, unstable electricity, shortage of ICT infrastructure facilities, ICT literacy, poor implementation of ICT policies in schools and high cost of operation are problem militating against effective usage of information communication technology to address examine mal-practice in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria

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