ABSTRACT
Education is crucial to any meaningful development of a country. Education stands at the centre of developmental activities, as it is a life process used to uplift and sustain the individual in the socio-political and economic environment. Therefore, education is the bedrock of industrialization, if measured through the technological advancement which education provides. The greater portion of Nigerian education before the colonial era was informal and functional, but with the colonization of Nigeria by the British, the system of education was changed by the British to achieve their aims. Therefore, this study described the hitherto to the 6-5-4 educational system in relation to the current national policy on education and 6-3-3-4 education system emanating from it. Finally, the study reviewed the falling standard of education and causes of examination malpractices in the universities. Also contained in this study are recommendations and proffered solutions.

Keywords: Examination, Malpractices, standard of education, educational 6-5-4 system, educational 6-3-3-4 system, informal and functional system.

INTRODUCTION
The generally worry in Nigeria is that education quality output has failed to achieve its desired aims and objectives without mincing words, both the leaders and the led have come to accept the bare truth, that the Nigerian educational system is not growing as it ought to, since independence in October, 1960. Education is an indispensable factor in the all round development of any nation. Generally before the advent of colonization, education in Nigeria was progressive in nature, because of its emphasis on functionalism. Enoch (1996) stated that “traditional African education is not …… Admired for the mere fact of its being indigenous to Africa, rather a mere permanent, justification thought”. With the advent of Christian missionaries and subsequent colonization of Nigeria by the British colonial masters, essentialism was imposed on Nigerian educational system. Thus, the change of the education system from 8-5-2-3, to the after – independence 6-5-4, 6-5-2-3, to the erstwhile 6-3-3-4, and now the 9-3-4 structure, which is yet to commence in most states of the federation.

Education maybe regarded as a method of leading people out of ignorance. It is also the means of socializing human beings to be a better people in the society to which they found themselves. Education to a child is a constant training for him/her to be useful in the community to which he belongs and to the nation, it should be a reflection on the national aspiration of the people. Sarumi (2005) stated that for education to be effective, it has to relate to the past, present and future of the society. It has to bear practical relevance to the socio-cultural background of the people. Therefore, the philosophy and sociology of the community or nation must be informed by the cultural beliefs, tradition and shared norms of the people.

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According to Occitti (1994)\(^3\) and Omolewa (2001)\(^4\) education is a process of cultural transmissions, using culture to embrace the people’s art, music, literature, philosophy, religion, commerce, political, organization, science and technology as well as other ideas and values implicit, that permeated a society and blind its people into recognizable unit. To Oji (1982)\(^5\) sees education as a process by which we acquire knowledge, skills, habit, values or attitude to be able to become useful and justify related member of the society to acquire as well as the result of the process that involves teaching and learning.

Education is very important and attracts considerable attention in all round development of a nation.

THE CONCEPT OF EDUCATIONAL SYSTEM

The concept of educational system is the way of doing things in any given society or structure. The Collins Dictionary defines ‘system’ as a group or combination of interrelated, interdependent, or interacting elements forming a collective entity, a methodical or co-ordinated assemblage of parts, facts, concept etc” (P1474).

From the definition above, we could say that educational system is the approved way of people in a given societies that wants to carry out their functions. In Nigeria for instance, the following is the form of the educational system. From primary school which is 6 years, junior secondary school 3 years, senior secondary school 3 years, then to the tertiary/ higher institution (university) 4 years (i.e. 6-3-3-4).

Okere (1990)\(^6\) defines education as a “process of developing the individual morally, socially, emotionally, physically, aesthetically and for his welfare as well as the welfare of the society”. Education has to do with systemic development and the cultivation of the mind and other natural powers (Chukwusa, 2011).\(^7\)

FORMAL EDUCATIONAL SYSTEM: THE 6-5-4 REGULATION IN VIEW:

It could be recalled that Nigeria’s educational system has changed from the colonial 8-5-2-3, to the independence 6-5-2-3, to 6-5-4 to the erstwhile 6-3-3-4 and now 9-3-4 basic education system, though not yet to be functional in most states of the federation.

The colonization of Nigeria by the British which lasted a century has come and gone, but its impacts on the Nigerian still linger up to date. The Europeans introduced education (Western) to Nigeria for their own benefit and to the detriment of Nigerians. The essence of education is to train the individual to be useful in his environment and to ensure that he shall use his ability for advancement of his community and not to its detriment.

This educational policy is traced back to 1914, when Lord Lugard amalgamated the Lagos colony, the Southern and Northern protectorates and his wife named the region Nigeria. The British colonial administration introduced the indirect rule policy in her colonies in West Africa. This was a policy where the existing traditional structure was recognized especially in the North. In the Southern part of their colonies, the system was not as effective and thus, the Aba women riot in 1929. The policy restricted the spread of both Christianity and western education to the Northern protectorates and this created a vacuum in the education attainment within the North.

The colonial educational system did not address adequately the aspiration of Nigeria. Daniel (1986)\(^8\) stated that the phenomena associated with colonialism include monopolistic, seizure of territory, enslavement of the indigenous population, racism and militarism. Inspite of their claims of bringing good tiding, it was observed that the colonizing nations generally dominated the resources, labour and market and also impose socio-cultural religious and linguistic structure on the indigenous population, example is the scramble for and partition of Africa by the Europeans on the land which they will colonize. The 6-5-4 educational system did not meet the aspiration of the Nigerian situation, which is 6 years in the primary school, 5 years in the secondary school, and then 4 years in the tertiary institution, it did not go a long way to meet the educational problems in Nigeria.

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The formal education was introduced into Nigeria in the 16th century before now, there is indigenous education which was been practiced, was non-formal and non-certified in terms of competencies, took place at various stages of a child’s life, knowledge and presumed to be memorization and strict limitation of adults behaviour.

Wagner (1999)9 stated that the indigenous education in Kenya, Nigeria and other African countries brought about skill acquisition and apprenticeship training system began as a part of wider education process in which the African indigenous societies passed to their cultural heritage from generation to the next. The skill owned by a family was highly valued, in some professions such as native medicine, secrets were zealously guarded as they are up still date.

The British colonial education was to train clerks for administration and for commercial activities. Learning was tailored towards teaching and mastery of specific subjects. According to Belge (1996)10 colonial educationists believe that schools and colleges must help their pupils solve only mental problems while educational functioning part of the society, vital to its continuation and survival and therefore academic knowledge is useful only if it can be applied to solve societal problems or otherwise it becomes detrimental to the society. Whitty (1991) also stated that British colonial education laid no explicit emphasis on social and political education.

The 6-5-4 system of education as introduced in Nigeria did not make any headway, so also the previous legislation on education. It could not help the country revolutionize and modernize the system to meet the demand of the growing society. Hence, the 6-3-3-4 policy was introduced. The policy sought to introduce a functional technology based education, which could sustain the economy.

CONTEMPORARY EDUCATIONAL SYSTEM: 6-3-3-4 IN PERSPECTIVE:-

The 6-3-3-4 educational policy was introduced in 1977, the policy sought to introduce a functional technology – based education, which could sustain the economy. It also imbibe both vocational and pre-vocational subjects in the new curriculum are to develop in the students’ aptitude for technical and manipulative skills, inventiveness, self-reliance and dignity of labour as stated by Abe (1999)11 Osokoya (2003)12 Dada Kolawole, Arikpo (2003).13

The 6-3-3-4 curriculum stipulated that six years for primary education, three years for junior secondary, consisting of academic and pre-vocational subjects, three years for senior secondary education, then tertiary education is stipulated for four years. However, the system is yet to achieve the desired goals, it has not been able to transform the individuals and society as Obemeata (1995)14 observed that the Nigeria educational system has failed to meet the objectives of its existence. The objectives of making an individual self-reliant through the new educational curriculum have been elusive.

The system was designed to inject functionality into the Nigeria’s school system, by producing graduates who would be able to make use of their hands, head, and the heart (3Hs of education). Late Professor Babatunde Fafunwa, as the minister of education then, he had the defence of the 6-3-3-4 system as his life-long battle which he did with uncommon passion and faith. Taking a very close look at the system, the incumbent Minister of Education, Professor Ruqayyatu Ahmed Rufai proposed to the National assembly, the need to revert to the old system, but with the modification that would include Early Childhood Education (ECE), hence the name 1-6-3-3-4. This system of education (6-3-3-4) has not met its objectives. Pitable that a renowned Nigerian scholar and a research fellow who feared that the worst is yet to come in Nigeria’s educational system (Enworon, 1994:27)15.

Some reasons have been adduced for this declining competence and commitment of teachers, inadequate provision of facilities, non maiantenance of available facilities, outdated and largely irrelevant curricula, parents’ nonchalant to children’s school work activities, lack of interest and seriousness on the

12 Osokoya, I.O. (2003). 6-3-3-4 Education in Nigeria. History strategies, issues and problems (Lagos, Bisinaike Educational Publishers and Partners)
part of students which lead to examination malpractices. There is no doubt that the educational quality in Nigeria has not fallen, the teachers are no longer committed to their job, because there is no incentives. Many researchers have warned that such commitment from teachers would not materialize if the society and government continued to despise teachers and treat them as under dogs of the economy and socio-political system (Salami 1992; Udoidem 1992; Enworom 1994; Anya 2003; Duze 2004).

It is sad to note that the Nigerian government has failure to understand the role of teachers in the growing economy, especially in the area of education. Government do not carry out the agreements as reached between them (teachers) in the improvement of their conditions of service, that is why the frequent ASUU strikes and this affects the students a great deal. The government should try to implement the agreement reached between it and the teachers, if not tell me, why there should be no examination malpractices and the half baked graduates that are produced, all over the academic sector of this country. Government improve the curricula to provide high quality educational facilities to increase the supply of qualified teachers and most importantly, encourage and motivate teachers if quality output must be obtained from the system (Bello, 2000).

The poor finding of education by the Nigerian government, which has continuously thrown the provision of education to non-governmental organizations (NGOs). These bodies are unable to implement the provision of 6-3-3-4 educational system. The investment on education has been very poor from the federal government, the decline in the government allocation to education sector, it could be recalled that UNESCO in ASUU (2002) recommended that countries should commit at least 26 percent of budgetary allocation to education, but the highest Nigeria has gone in recent years was 11.12 percent in 1999. Other years were 2000 (8.36%) 2001 (70%), 2002 (5.9%), 2003 (1.83%) and 2004 (10.5%). From the figures above, it could be seen that the government has continue to reduce percentage allocation to education and jet craves to be developed.

With the reduction of government budget to education, it makes it practically impossible for the 6-3-3-4 system to operate. The implementation of the system requires intensive capital in order to achieve the curriculum of the system, the government requires equipping the secondary schools and the like with introductory technology workshops and machines, fine art laboratories, science laboratories and equipments as well as infrastructural development in these schools, without this, the system remains an aberration. It has failed to produce learners with a combination of skills and value system that could make himself reliant and fit him into the society that is why examination malpractice is on the increase every year.

EXAMINATION MALPRACTICES IN THE UNIVERSITIES AND THE RESULTANT EFFECTS:-

One of the biggest threats to the development of education in Nigeria today is the rate at which examination malpractice is gaining ground. Examination malpractice has been embraced by all and sundry in Nigeria people no longer see it as a crime any longer.

Education which is a very important tool for nation building is not given the adequate attention it deserves in Nigeria as the sector is not funded adequately, no proper plan and policies that will provide the kind of leadership that is required in the sector to enable us achieve the desired objectives. Examination has been defined by Onotume (1993: 31) as “all forms of measurement and evaluation tests taken as institutional arrangements to determine the quantity and quality of knowledge or ability possessed by candidates as the attachment or progress towards attainment of desired learning goal”. In order to achieve the goals of education which is a very important tool for nation building is not given the adequate attention it deserves in Nigeria as the sector is not funded adequately, no proper plan and policies that will provide the kind of leadership that is required in the sector to enable us achieve the desired objectives. Examination has been defined by Onotume (1993: 31) as “all forms of measurement and evaluation tests taken as institutional arrangements to determine the quantity and quality of knowledge or ability possessed by candidates as the attachment or progress towards attainment of desired learning goal”.


examination, examination bodies and educational institutions usually specify rules and regulations and device measures to ensure that no candidate is given some undue advantage over others.

The measure being put in place in planning and administering examination, the occurring and re-occurring incidence of examination malpractices in every learning institutions of higher learning across the country is so alarming that it has become an everyday thing for Nigerian to cheat during examinations. Azinge (1992) defined cheating in examinations “as the act of someone who is in anticipation of or before any examination fraudulent or with intent to cheat or unjustly enrich himself or any other person or in abuse of his office procures, sells, buys, or otherwise deals with any question paper intended for the examination. He also opined that the most prevalent mode of cheating in examination is through leakage of question papers, coping inside the examination hall, copying from another candidate or copying from prepared texts, which are smuggled into the examination hall.

Thus, examination malpractice as defined by Oluyebi and Daramola (2001) cited in Buoro (2003: 103) and Aliyu (2004) as any misbehaviour shown by candidates or an individual saddled with the responsibility of conducting examination in or outside the examination hall, before, during or after the paper. Examination malpractices in Nigeria is not a recent phenomenon, it started just after the independence in 1977, when the first examination malpractices was recorded. The federal government saw that as a pain in the neck and so established a panel to investigate the problems and make recommendation, on how to have a lasting solution to the problems. Part of the recommendation was to promulgate a decree then decree 20 of 1984 was promulgated (Igbe, 2004 in Aliyu 2006) With the decree in place, examination malpractices still eat very deep in the nation’s educational system that means that the decree did not serve any functional purpose.

Cheating in examination could also be traced back during the advent of colonialism, as resources meant for the development of traditional societies were unjustly exported to advanced society, as reported by (Rodney 1972 and Frank 1971). Thus, cheating in Nigeria and to some other developing African countries came to its peak during the colonial imperialism, apart from the fact that the educational systems introduced to Nigeria was more of robbing Peter to pay Paul, all was for their own self interests, leaving behind our traditional system of education, which started from the crèche to adulthood (Lenin, 1977). Lenin, a scholar of Marxist extraction explains that cheating mentality of primitive people can be traced to their experience with enslavement by western nations, even the leaders who took over the colonialists did not help matters.

Examination malpractice is real, and growing everyday in the country’s (Nigeria) educational system. A quick solution should be proffered before it destroys the whole academic system. It is very clear that many people are involved in the examination malpractices, therefore, it is a serious matter and needs urgent solutions.

What then are factors that cause examination malpractices in the various institutions in Nigeria? The answer is not farfetched, it started from the home (parents), the students, teachers, and even the government is a contributory factor. To the parents, who supplies money to see that their children passed the said examinations, or even pay another person to take examinations for their wards, thus bringing about the issue of impersonation and the various ills it brings to the educational system, when it comes to the defence of the certificates, the half baked graduates becomes the resultant effects.

To the students, Onyechere (2004) is of the opinion that too much emphasis on certificates in Nigeria is one of the factors responsible for examination malpractice. Lack of confidence to pass examinations due to ill-preparedness has also been advanced as a student factor. Laziness on the part of the students, many of them have little time for their studies, travel at will, spend their time attending parties and forming gangs who engage in awkward behaviours, for example, pirates confraternity, buccaneers, sea dogs, Black axe, red beref, etc. All these and more are for greater popularities in the various institutes of higher

learning, but the intention which they tend to create is no more ideal if it has ever been, they have turned to cultism, practicing by guns, and killing, demonstrations becomes the order of the day.

To the teachers as (Obanya, 1982) observed that teachers are been seen as a dimension in examination malpractices. Most teachers do not take their jobs seriously, they don’t come to teach their students, only to rough them when the examinations are very close, and of course, will set his examination questions on the topics that he did not teach, thus, an act which will create mass failure of students and students on the other hand will diverse a means not to fail the said paper, by tipping the teacher’s account. Even the supervisors and the invigilators, the typists are not left out in this behaviour, they collect money from the students right there and then, and allow them to use any foreign materials that they brought in to the examination halls. Sooze (2004) and Onyechere (2004) listed teachers, invigilators, supervisors, principals, and parents as agents of examination malpractices.

On the part of the government, the government should pay more attention to the budget allocated to educational sector and not the declining effects that is being observed, the environment appears hostile for even the serious students, the proper infrastructure, conducive learning environment, and laboratories should be equipped. The examination degree of 1984 and the repealed of 1999 should be implement to the letter to serve as a deterrent to others. Year in, year out, students come up with new idea or dimension of examination malpractices, which manifests in the form of:

(1) Getting external assistance.
(2) Bring in foreign materials into examination hall (e.g.) textbooks, microchips, tattoo and magic desk. Abba (1998) identified some methods like giraffing, contraband, bullet, super print, escort, missiles, pregnant biros etc.
(3) Writing answers on palms, laps, thighs, handkerchiefs, undershirts, and taking same into the examination halls.
(4) Impersonation – A situation where a candidate sits in an examination for another candidate, thereby pretending to be the real person or candidate.
(5) Sourcing for and buying question papers ahead of time.
(6) Electronically assisted malpractices (e.g.) using an unauthorized scientific calculators, organizers compact disc (the smallest size) and mobile phones (GSM).
(7) Going into the examination hall with a pre-answered script.
(8) Communications through the exchange of answer booklets, question papers on which answers have been written.

The consequences of examination malpractices are so numerous to a developing country like Nigeria and other African countries. In as much as the facts that examination malpractices is not only practiced in Nigeria but to some other countries all over the world but it has to be checked, otherwise the meaning and objectives of going to schools to acquire certificates will be meaningless. Thus, it has serious economic, social, and political consequences.

Examination malpractices render the goals of education invalid, international credibility is lost, the country will end up producing half – baked graduates, who have no skills and competence to exploit the resources of the nation, the students will lack the right type of values and attitude needed for survival in a globalized economy, even the certificates awarded by such country’s educational institutions are disbelieved. It also makes students to lose the ability to study or work hard in their studies when such candidate is caught and expelled, there will be no certificate to show for whatever career, such student will not be able to defend the certificate.

Recommendations

This study is of the view that educational policy formulation in Nigeria dates back to the colonial era, when the British colonized the region, the implication of the education that they introduced did not meet the local peculiarities of the Nigeria and the aspiration of the local people. The progressive aspect of it was left out. Therefore, the government, private sector, teachers, students, parents, are hereby call to join hands to implement effectively and efficiently the educational policies and programmes and thereby sustain a more relevant system.

- The society should be enlightened on the benefit of vocational and technical education, through organizing workshops, conferences, seminars.

There should be regular curriculum conference in order to enable the stakeholders assess the level of performance of the curriculum and also to ascertain the level of achievement of the educational goals.

Government should improve the implementation of the 6-3-3-4 system of education, which is based on technical and vocational education. It should be adequately funded.

A more functional supervision and monitoring should be introduced into the system.

The National Policy on education should be reviewed to rid the educational system of colonial influences.

Teachers should be encouraged and motivated through regular payment of salaries and incentives.

Those caught cheating whether teachers, principals, examination officials etc. should be severely and summarily dealt with, to the students they will have their results cancelled or barred from future examinations, should even be rusticated or expelled, published in the National Newspapers, so as to serve as deterrent to others.

Finger printing technology should be used to determine offenders.

The decrees, laws, edits (Decrees No 27 of 19973), special tribunal (miscellaneous offences) Act Cap 410, examination malpractice Act No 33 of 1999, which was promulgated with sanctions and penalties spelt out for offenders and participants in examination malpractices should be implemented to the latter.

Conclusion

This paper discussed the impact of colonialism on Nigerian educational system. The progressive aspect of education was left out. The nation returned to her progressive education in 1977, with the birth of the national policy on education in order to make education functional to meet the need of the society and Nigeria as a whole.

The paper also discussed the issue of examination malpractice as a menace and cankerworm to the whole educational system. Therefore, it has become imperative that all sectors in Nigeria should join hands to fight the issue of examination malpractice in our various institutions, otherwise, no matter the kind of policy that is being put in place, the huge budgets toward educational attainments; it will be an effort in futility. Hence, the curriculum of the 6-3-3-4 educational system is about the best in Nigeria, been practiced also in the United States of America. Nigeria only needs proper implementation.
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