

Security Breach: A Threat to the Quality of Examination and Assessment

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Abstract

The issue of security breach has become a phenomenon challenging the quality of service delivery in most organizations globally. The educational system has not been left out by this social misfit. The quality of examination and assessment in educational system has sometimes been bedeviled by this peccadillo. This paper examines the impact of security breach on the quality of examination and assessment in Nigeria. Multi-stage random sampling technique was used in selecting 1200 participants spread into 600 students, 300 teachers and 300 NABTEB examination officers from southern geo-political zones of Nigeria. Three different instruments were developed by the researcher and administered on these groups of respondents. Their responses were analysed using descriptive statistics and t- test. The study reveals that desperation for success, inadequate funding of education, inadequate logistic planning and dishonesty on the part of the examination personnel among others largely constitute risk factors to the quality of examination and assessment. It further reveals that the use of security officers at examination centres makes significant contributions to effective examination and assessment. It finally reveals that there is no significant difference between the perceptions of the examination officers and those of teachers about the impact of security breach on the success of examination. The study recommends that both government and individuals have to put in concerted efforts to combat this social vice that has eaten deep into the quality of examination and assessment in sub-Saharan Africa.

Keywords: Security, Security Breach, Quality, Examination and Assessment.

Introduction

The primary goal of any credible public examination body is to ensure that all candidates, irrespective of their tribe, religion or location write the examinations under uniform examination condition, same time-table, uniform examination period in terms of days, duration, time, uniform examination hall condition to mention but a few in order to ensure fairness in the assessment of every candidate. But experiences have shown that these vital ingredients in assessment have been very difficult to achieve, due majorly to many unavoidable challenges and problems inherent in the conduct of examinations (Aworanti 2012).

Indeed, there are laid down rules and regulations guiding the conduct of examinations despite which there are cases of security breach at the expense of the quality of examination and assessment. A breach is usually defined as any action, intentional or otherwise, that weakens a

certain defined security interest. Most of the time, what is or is not a security breach is defined as law. Statutes in many countries set out security measures for any number of things, from border crossing to data sharing and electronic commerce transactions (Mitchell 2013). From definition point of view, Mitchell (2013) sees security breach as a violation of any policy or law that is designed to secure something. He therefore highlights instances such as when people or vehicles bypass screening checkpoints, or entering secured buildings without presenting the appropriate credentials and in a data context, it is any activity that compromises the confidential nature of certain information. Therefore, the security breach on the quality of examination and assessment is the violation of policy, rules and regulations laid down for the proper conduct of any examination ranging from pre, during to post examinations activities.

The concept of standards in examinations is deeply central to the concerns of any examining agency and its stakeholders (Motshabi, Kesamang and Gabalebatse, 2011). An examining agency will always strive to deliver credible examinations and certificates since this will not only bring gratification to the agency but its reputation will also be protected. In their explanation, Emiloju and Adeyanju (2012) assert that candidates feel confident when they are assured that the certificates they bear are true reflections of their abilities. Dignified parents would not want to invest in assessment procedures that are incredible. In reality, employers and tertiary institutions are keen about the reflection of the knowledge, abilities and skills of their prospective intakes in certificates they hold.

Unfortunately, researchers have noted that the success of examination administration in many places today is mostly threatened by unruly behavior of some hooligans, immoral and nefarious attitudes of some examination personnel, corrupt practices among even security agents used for examinations, inadequate funding of education and too much emphasis on paper qualification. In most African countries, undue emphasis is placed on paper qualification to the utter neglect of actual performance (Olagboye, 2004). This is predicated on the premise that less emphasis is placed on the assessment of the affective and psychomotor domains (Aworanti, Adewuni and Arakpogun, 2010).

Statement of problem

Despite the set of rules and ethical standards guiding the conduct of examination and assessment coupled with the strategic importance of examination for diagnostic, placement, classification and quality control worldwide, the integrity and credibility of public examinations have been greatly eroded and corrupted with increasing incidence of examination insecurity. This paper articulated the impact of security breach on the quality of examination and assessment by assessing the extent of involvement of candidates, examination personnel, and national security officers in examination security breach. It also assessed the resultant effect of poor funding of education and emphasis on paper qualification (by the government) as related to examination security breach and the significant difference between the teachers' opinion and examination personnel opinion on security breach.

Research Questions

Based on the above statement of problem, the following questions were answered:

1. To what extent do the desperation for success on the part of the candidates, attitudinal disposition of the examination personnel and national security officers such as police and Nigeria Security and Civil Defense Corp (NSCDC) constitute risk factors to the quality of examination and assessment?
2. How does inadequate funding of education and emphasis on paper qualification by the government create security threat to the quality of examination and assessment?
3. Is there any significant difference between the perception of the employees in examining bodies and that of teachers about the impact of security breach on the success of examination conduct?

Methodology

The study adopted a survey research. The population of this study consists of the students and teachers in technical colleges as well as examination personnel in National Business and Technical Examinations Board (NABTEB) in Nigeria. Multistage sampling techniques were employed. Out of the six geo-political zones in Nigeria, three were randomly selected. In each of the three geo-political zones, two States were randomly selected. From each of the randomly selected six States, four technical colleges were randomly selected from which twenty-five (25) students each were randomly selected and fifty (50) teachers from the four technical colleges. As regards the examination personnel for the study two hundred and forty (240) examination personnel were randomly selected from six (6) departments at the NABTEB Headquarters while ten (10) examination personnel were randomly selected in each of the randomly selected six (6) States. This implies that a sample of six hundred (600) students, three hundred (300) technical teachers and three hundred (300) examination personnel were selected for the study.

Instruments

Three instruments were used for this study. These include:

1. Perception of Students on Quality Examination and Assessment (POSOQEA)
2. Perception of Teachers on Quality Examination and Assessment (POTOQEA)
3. Perception of Examination Personnel on Quality Examination and Assessment (PEPOQEA)

These instruments were designed by the Research and Quality Assurance Department of National Business and Technical Examinations Board (NABTEB). The instruments contain two sections each. Section A consists of background information about the respondents. Section B consists of 41, 30 and 8 items respectively. Each item contains four (4) options in the form of Likert-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) with a scoring system of 4, 3, 2, 1 respectively. The respondents to these instruments include technical students, technical teachers and examination personnel. The instruments were validated using 10 technical schools in another Geo-political zone apart from the ones for this study. Factor

analysis was used to establish the construct validity of the instruments. Their reliability coefficients of 0.88, 0.83 and 0.84 were established using Cronbach Alpha method of reliability analysis.

Data Analysis Method

In analyzing the data collected through these instruments, the descriptive statistics used is frequency distribution and percentage counts for research questions one and two while t test was employed as the inferential statistics for research question three.

Results

Question 1: How do teachers, students and examination personnel perceive desperation for success on the part of the candidates, attitudinal disposition of the examination personnel and national security officers such as police and Nigeria Security and Civil Defense Corp (NSCDC) as risk factors to the quality of examination and assessment?

Table 1a: Statistics of candidates' involvement in national security breach of the quality of examination and assessment

S/N	STATEMENT	Teacher's response		Examination personnel response	
		Agree	Disagree	Agree	Disagree
1	When candidates are desperate to pass examination, they can go to any length to use foreign materials	280 93.3%	20 6.7%	293 97.7%	7 2.3%
2	Candidates substitute old question papers for the new ones to be answered outside the examination hall.	204 68%	96 32%	251 83.7%	49 16.3
3	Corrupt candidates make use of GSM for assistance in the examination hall	239 79.7	61 20.3%	217 72.3%	83 27.7%
4	Shady candidates do seek for help by removing and sending part of the question paper out of the examination hall	255 85%	45 15%	281 93.6%	19 6.4%
5	Unscrupulous candidates do bring unknown persons to write examination for them	190 65%	110 35%	205 68.3%	95 31.7%
6	Dishonest candidates do send out question paper(s) for assistance	203 74.3%	97 25.7%	226 75.3%	74 24.7%
7	Dishonest candidates smuggle worked answer scripts into the examination hall	239 79.7%	61 20.3%	258 86%	42 14%
8	Exchange of question paper with solution in the examination hall is a common practice among desperate candidates	167 55.6%	133 44.4%	195 65%	105 35%
9	Copying is one of the methods candidates use to	257	43	280	20

	cheat in the examination hall	85.7%	14.3%	93.3%	6.7%
10	Candidates do work collaboratively when they are desperate to pass	177 59%	123 41%	207 68.9%	93 31.1%
11	Deceitful candidates do engage in assault and intimidation as means of cheating during examinations	151 50.3%	149 49.7%	197 65.3%	103 34.7%
12	Corrupt candidates indulge in 'giraffing' in order to succeed in examinations	267 89%	33 11%	249 83%	51 17%
13	Leakage is another anticipated avenue willfully used by candidates' to attain success in examinations	154 51.3%	146 48.7%	231 77%	69 23%

Table 1a indicates the perception analysis of both the teachers and examination personnel on candidates' desperation to pass at all cost – a national security breach to examination and assessment. The analysis reveals that 93.3% of the teachers and 97.7% of the examination personnel agreed that when candidates are desperate to pass an examination, they can go to any length to use foreign materials like textbooks, key points and cribs. In the case of candidates substituting old question papers for the new ones during examinations, 68% of the teachers and 83.7% of the examination personnel confirmed this issue. Similarly, 79.7% of the teachers and 72.3% of the examination personnel concurred that corrupt candidates make use of Global System Module (GSM) for assistance in the examination hall. The percentages of both the teachers and examination personnel on shady candidates thus seeking help by removing and sending part of the question paper out of the examination were 85% and 93.6% respectively. On issue of unscrupulous candidates which bring unknown persons to write examination for them, 65% of the teachers and 68.3% of the examination personnel consented. In hearing the view of both teachers and examination personnel on the issue of dishonest candidates sending out question papers for assistance, 74.3% and 75.6% respectively have the same opinion.

In continuation to national security breach of examination and assessment, 79.7% of the teachers and 86% of the examination personnel were of the same mind that dishonest candidates smuggle worked answer scripts into the examination hall; 55.6% of the teachers and 65% of the examination personnel claimed that shady candidates do exchange question papers with solution during examinations; 85.7% and 93.3% of teachers and examination personnel respectively asserted that copying is one of the methods candidates use to cheat in the examination hall; 59% of the teachers and 68.9% of the examination personnel have the same view that candidates do work collaboratively in the examination halls when they are desperate to pass; 50.3% of the teachers and 65.3% of the examination personnel were of the opinion that deceitful candidates do engage in assault and intimidation as means of cheating during examinations while 89% of the teachers and 83% of the examination personnel attested that corrupt candidates indulge in —giraffing‖ in order to succeed in examinations. Lastly, as part of strategy employed by candidates, 51.3% of the teachers and 77% of the examination personnel indicated that examination leakage is another avenue for candidates' desperation to pass in examinations.

Table 1b: Statistics of examination personnel's involvement in national security breach of examination and assessment

S/N	STATEMENT	STUDENT'S RESPONSE		TEACHER'S RESPONSE	
		AGREE	DISAGREE	AGREE	DISAGREE
1	Cases of late distribution of question papers to custodian points / examination centres by examination personnel creates security breach	531 88.5%	69 11.5%	270 90%	30 10%
2	Shortage of question papers at the examination centres is caused by nonchalant attitude of examination personnel	354 59%	246 41%	240 80%	60 20%
3	Unstable examination time table to stakeholders by examination personnel gives room for security threat	528 88%	72 12%	263 87.7%	37 12.3%
4	Shifting examination dates by examination personnel without adequate information to candidates	352 58.6%	148 41.4%	237 79%	63 21%
5	Lateness in starting examinations as a result of poor coordination on the part of examination personnel	484 80.6%	116 19.4%	240 80%	60 20%
6	Lack of proper examination planning strategies on the part of the examination personnel	493 82.1%	107 17.9%	254 84.6%	46 15.4
8	Shortage of examination materials at examination centres	314 52.3%	286 47.7%	232 77.3%	68 22.7%
9	Corrupt examination personnel give firsthand information to stake-holders of where question papers are to be kept	566 77.7%	34 22.3%	246 82%	54 18%
10	Dishonest examination personnel do pass information to stakeholders of those involved in the distribution of question papers to custodian points	370 61.6%	230 38.4%	207 64%	93 36%
11	Unscrupulous examination personnel collude with parents during examinations	390 65%	210 35%	177 59%	123 41%
12	Dishonest examination personnel do collude with schools' administrators	64 77.4%	36 22.6%	195 65%	105 35%
13	Fraudulent examination personnel do assist candidates during examinations	392 65.4%	208 34.6%	161 53.7%	39 46.3%
14	Shady examination personnel aid in buying and selling of examination grades for candidates	427 71.2%	173 28.8%	156 52%	44 48%

From Table 1b above, both teachers and students were able to express their opinions on the issue of involvement of examination personnel in national security breach of examination and assessment as follows: 88.5% of the students and 90% of the teachers agreed that cases of late distribution of question papers to custodian points/examination centres by examination personnel creates security threat to examination and assessment; 59% and 80% of students and teachers respectively established that shortage of question papers at the examination centres is as a result of nonchalant attitude of examination personnel; 88% of the students and 87.7% of the teachers approved the fact that unstable examination time table to educational stakeholders by examination personnel gives room for security breach of examination and assessment.

In the case of shifting examination dates by examination personnel without adequate information to candidates, 58.6% and 79% of students and teachers respectively shared their feelings. 58.6% of the students and 79% of the teachers accepted that lateness in starting examinations was as a result of poor coordination on the part of examination personnel; 82.1% and 84.6% of the students and teachers respectively acknowledged that lack of proper examination strategies on the part of examination personnel is a security breach to quality of examination and assessment. Shortage of examination materials at examination centres was agreed upon by 52.3% of the students and 77.3% of the teachers as a security threat to the quality of examination and assessment.

Still on the contributions of examination personnel to nation security breach of the quality of examination and assessment, 77.7% of the students and 82% of the teachers accredited that corrupt examination personnel that gave firsthand information to stakeholders of where question papers are to be kept is an issue of much concern. Similarly, 61.6% and 64% of students and teachers respectively ascribed that dishonest examination personnel do pass information to stakeholders of those involved in the distribution of question papers to custodian points; 65% of the students and 59% of the teachers endorsed that unscrupulous examination personnel collude with parents during examinations; 77.4% and 65% of students and teachers respectively accredited that dishonest examination personnel do collude with schools' administrators. In the case of fraudulent examination personnel assisting candidates during examinations, 65.4% of the students and 53.7% shared their opinions and conclusively, 71.2% and 52% of students and teachers respectively asserted that shady examination personnel aid in buying and selling of examination grades for candidates.

Table 1c: Statistics of National Security Officers' involvement in national security breach of examinations and assessment

S/N	Statement	Student's response		Teacher's Response		Examination personnel	
		Agree	Disagree	Agree	Disagree	Agree	Disagree
1	Corrupt national security officers do aid in selling and buying of live question papers during examinations	365 60.9%	225 37.1%	157 52.3%	143 47.6%	169 56.3%	131 43.7%
2	Shady school authority and individual security officers (police, army, civil defense) collude to help candidates during examinations	336 56%	264 44%	171 57.0%	129 43%	157 52.3%	143 47.6%
3	Fraudulent candidates and national security officers do collude to perpetrate malpractices during examinations	405 67.5%	195 32.5%	151 53.7%	149 46.3%	157 52.3%	143 47.6%
4	Dishonest parents and national security officers do conspire to aid the dishonest parents' children during examinations	385 64.2%	215 35.8%	167 55.6%	133 44.4%	159 53.0%	141 47.0%

Commenting on Table 1c, 60.9% of the students, 52.3% of the teachers and 56.3% of the examination personnel agreed that corrupt national security officers (police, army, civil defence) do engage in selling and buying of live question papers during examinations. Also, 56% of the students, 57% of the teachers and 52.3% of the examination personnel claimed that shady school authority and individual security officers collude to help candidates during examination. In the case of fraudulent candidates and national security officers colluding to perpetrate malpractices during examinations, 67.5% of the students, 53.7% of the teachers and 52.3% of the examination personnel acknowledged to this issue. Furthermore, 64.2% of the students, 55.6% of the teachers and 53% of the examination personnel concurred that dishonest parents and national security officers do conspire to aid the dishonest parents' children during examinations.

Question 2: How do teachers, students and examination personnel perceive inadequate funding of education and emphasis on paper qualification by the government as security threat to the quality of examination and assessment?

Table 2a: Statistics showing the resultant effect of poor funding of education by the Government on national security breach of examination and assessment

S/N	STATEMENT	STUDENT'S RESPONSE		TEACHER'S RESPONSE		EXAMINATION PERSONNEL RESPONSE	
		AGREE	DIS-AGREE	AGREE	DIS-AGREE	AGREE	DIS-AGREE
1	Inadequate funding leads to poor supervision of schools for examinations and assessment.	387 64.5%	213 35.5%	158 52.7%	142 47.3%	175 68.3%	125 31.7%
2	Poor funding of education gives room for inadequate infrastructure resulting to overcrowding of candidates in examination halls	451 74.1%	149 25.9%	270 90%	30 10%	259 86.3%	41 13.7%
3	Poor funding of education affects teaching and learning in terms of inadequate instructional materials in schools	304 50.7%	296 49.3%	199 66.3%	101 33.7%	235 78.3%	65 21.7%
4	Poor funding of education affects in-service training activities for teachers	338 56.3%	262 43.7%	266 88.6%	34 11.4%	268 89.3%	32 10.7%

As regards Table 2a, poor funding of education by the government has resulted to national security breach of examinations and assessment. For instance, 64.5% of the students for this study, 52.3% of the teachers and 68.3% of the examination personnel have the same mind that inadequate funding leads to poor supervision of schools for examinations and assessment; 74.1% of the students, 90% of the teachers and 86.3% of the examination personnel confirmed that inadequate infrastructure as a result of poor funding gives room for overcrowding of candidates in examination halls; 50.7% of the students, 66.3% of the teachers and 78.3% of the examination personnel were of the opinion that poor funding of education affects teaching and learning in terms of inadequate instructional materials in schools. Finally on the issue of poor funding of

education, 56.3% of the students, 88.6% of the teachers and 89.3% of the examination personnel signified that poor funding affects in-service training activities of teachers.

Table 2b: Statistics showing emphasis on paper qualification – a threat to quality of examination and assessment

S/n	Statement	Students' Response		Teachers' Response		Examination Personnel' Response	
		Agree	Disagree	Agree	Disagree	Agree	Disagree
1	Enrolment figures in schools are affected by emphasis on paper qualification	444 74.0%	156 26%	152 50.7%	148 49.3%	180 60%	120 40%
2	Paper qualification is a criterion for recruitment policy thus creating security threat	487 81.1%	113 18.9%	260 86.7%	40 13.3%	273 91.0%	27 9%
3	Promotion of staff is attached to paper qualification thereby creating security threat	382 63.6%	218 36.4%	165 55.0%	135 45.0%	208 69.4%	92 30.6%
4	Accreditation of higher institutions depends on paper qualification	486 81.0%	114 19.0%	196 5.3%	104 34.7%	166 55.3%	134 44.7%
5	Emphasis on paper qualification creates security threat to admission requirements	409 68.2%	191 31.8%	219 73.0%	81 27%	229 76.3%	71 23.7%

Table 2b indicates the extent to which emphasis on paper qualification has contributed a security breach to the quality of examination and assessment in Nigeria. 74% of the students, 50.7% of the teachers and 60% of the examination personnel acknowledged that enrolment figures in schools are affected by emphasis on paper qualification. In the case of paper qualification as a criterion for recruitment policy, 81.1% of the students, 86.7% of the teachers and 91% of the examination personnel attested to this assertion. In the same vein, 63.6% of the students, 55% of the teachers and 69.4% of the examination personnel confirmed that promotion of staff is attached to paper qualification – a security threat to quality examination and assessment. Similarly, as regards accreditation of higher institutions vis-à-vis emphasis on paper qualification, 81% of the students, 65.3% of the teachers and 55.3% of the examination personnel affirmed to the claim. Furthermore, 68.2% of the students, 73% of the teachers and 76.3% of the examination personnel agreed to the fact that emphasis on paper qualification creates security threat to admission requirements.

Question 3: Is there any significant difference between the perception of the employees in examining bodies and that of teachers about the impact of security breach on the success of examination conduct?

Table 3a: Group Statistics on security threat to quality examination and assessment

	Participants on issue of security breach	N	Mean	Std. Deviation	Std. Error Mean
Participants on issue of security breach	Teachers' opinion on national security breach to quality examination and assessment	300	133.76	11.432	.660
	Examination personnel' opinion on security breach to quality examination and assessment	300	132.53	10.888	.629

Table 3b: Independent Samples Test on security threat to quality examination and assessment

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Scores of participants on issue of security breach	Equal variances assumed	4.134	.042	1.349	598	.178	1.230	.911	-.560	3.020
	Equal variances not assumed			1.349	596.586	.178	1.230	.911	-.560	3.020

In comparing the mean score of teachers to the mean score of examination personnel for this study, an independent-samples t test was calculated; there is no equality of variance in the results and no significant difference was found $t_{596.586} = 1.349$, $p > .05$. The mean of the teachers ($m = 133.76$, $sd = 11.432$) was not significantly different from the mean of the examination personnel ($m = 132.53$, $sd = 10.888$).

Discussion

Tables 1a – 1c in question one had shown the opinion pool of the participants for this study and based on their perceptions, it is disheartening to note that among the educational stakeholders are those who create security breach to the quality of examination and assessment.

Corroborating this assertion, Arijesuyo (2010) observes that examination malpractices had become a well organized business in which supervisors and invigilators of examination, subject teachers and even school authorities and their host communities have played prominent role. It is no longer news that invigilators are often beaten up by desperate students who accuse such invigilators of standing in their way to cheat. In the same vein, Ukoka (2007) reports that some host communities in Nigeria have chased away invigilators and supervisors considered to be uncooperative during examinations all in the name of securing key to success for their wards. It is very clear that various group of people partakes in encouraging examination malpractices.

Still on the issue of security breach of examination and assessment, Adesina (2005) asserts that examination malpractices include leaking out questions to students, —girraffing and smuggling of material into examination hall, deliberate extension of time by supervisors and invigilators, change of scores, buying and selling of examination grades, question papers and prepared answers, and trading sex for question papers, marks and grades. Also, he identifies other forms of examination irregularities as impersonation, collusion among candidates, collusion between candidates and officials, assault and intimidation, mass cheating, teacher and student affair, bribery, spying, submission of multiple scripts, use of coded or sign language, multiple entry for the same examination among others.

From question two of this study, it has been a source of concern that poor funding and emphasis on paper qualification by the government have led many stakeholders to breach security of examination and assessment in order to meet the requirements needed for certain obligations. Olatunbosun (2009) stresses that the education sector in Nigeria is grossly under -funded. The implication of this is that the inadequate funding of the public school system is the cause of other problems that have undermined quality in the sector. Addressing this situation, Nigeria's funding efforts of education is improved while the budgetary priority for the education sector is upwardly reviewed over time..

Furthermore, Olatunbosun (2009) declares that Nigeria's education system is largely certificate oriented with much value and emphasis placed on certificates instead of knowledge, skills and competence. On the issue of enrolment figures, emphasis on paper qualification has made many yearning scholars to be enrolled in schools not because they really want to learn but because there is no way of getting to the positions of authority they aspire for except through certificates. This category of students are enrolled and certified by foul means. . Admission in schools is based on paper qualification and this is an impetus for many to get themselves admitted into schools based on the paper qualification which they cannot defend. There are cases of candidates and their parents seeking to buying grades for the sake of studying a course which they do not have the flair for. In the same vein, promotion of staff is mainly attached to paper qualification.

Definitely, those who are desperate to pass at all cost are prepared to breach any security towards examination and assessment rules and regulations. In the light of the above, it can be said that the policy therefore promotes acts of cheating in the process of certification since unscrupulous stakeholders are desperate in their nefarious actions. The hazards from security breach of examination and assessment, in the final analysis, lead to certification of half-baked graduates found in the labour market. Attempting to revert these, different strategies have been introduced in Nigeria. Such strategies include the emergence of post-unified tertiary matriculation examinations and post-promotion examination interview as well as establishment of National Vocational Qualification Framework with more emphasis on skill acquisition than paper qualification.

Lastly, in question three above, it was discovered that there was no significant difference in the perception of the teachers and examination personnel about the impact of security breach on the success of examination conduct. The adduced reason for this can be as a result of their awareness as human beings to the strategies employed by perpetrators of security breach to the quality of examination and assessment. It is evident that humans are social beings who have the opportunity to think and reason together on contemporary issues of the day without any prejudice. By implication, their reasoning therefore can be said to be alike and factual in this study.

The Way Forward

In order to fight against breach of examination and assessment security, we all have roles to play. Based on the above findings, all tiers of government in Nigeria have to show more concern for adequate funding of education. The budget should be drawn in favour of education which forms the basis for other sectors of economy. In the same direction, the state and federal government have to revisit the educational policies to de-emphasize the attachment to issue of paper qualification which propels many to breaching of examination security. Like in other western countries and South Africa, government at all levels may establish a centre each for qualification evaluation before employment is offered to any applicant whether in the public or private organizations. It is also the appropriate time for government to legislate on the class-size and the number of candidates a school could present for external or public examination in an examination series. The government should thus, revisit our value system and teachers promotion policies which are tied to performances of their students in examinations taken

On the part of the examination personnel, the relevant authorities of public examining bodies as well as of the educational institutions should ensure that a full weight of law is applied on the erring staff having put all modalities in place for hitch-free conduct of examinations. Parents should equally see themselves as role models to their wards. Any evil act or practice on their part is a seed to their children which would certainly produce its kind. Moral instructions and financial support should be provided by the parents for their wards to be adequately furnished with relevant materials. Students should also be sensitive to the provision of Nigerian Act 33 of 1999 on examination malpractice. They should be sensitized early enough

to become conscious of the punishment on erring students/candidates. Finally, we should all put concerted efforts towards sustaining and improving the quality of education in Nigeria in line with the stipulated international standards.

Conclusion

Although several reasons may be advanced by experts for security breach in examination in Nigerian educational system, education is much fundamental to the life of the individuals and the society that it cannot be left as a peril to national development. A society that neglects her educational values invests in physical, moral and spiritual atrophy. If our efforts could be harnessed to closely monitor the conduct of examinations for more sane and functional educational system, confidence and the lost glory in our products and certificates would not only be restored but attract international recognition.

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