

# Parental Influence on Wards in Escalation of Examination Misconduct in Nigeria

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## Abstract

This paper sets out to examine parental influence on wards in examination misconduct in Nigeria. The study uses perceptions of 545 respondents in a Private Christian Mission University in the country to examine the most frequent ways by which parents influence their wards to engage in examination misconduct. Moreover, the study investigates whether there is a relationship between parental influence on ward in examination misconduct and societal value for certificates. It also identified reasons for non implementation of laws on examination misconduct and also proffers solutions to this social ill in the country. The study employs differential association to explain the topic under discussion. It uses questionnaire and in-depth interview to collect information from respondents. Ranking, percentage and 3 ways analysis of variance were used to analyse data collected. However, our result shows that: There is a relationship between parental influence on ward in examination misconduct and societal value for certificates. Respondents' attributed major reasons for non-implementation of laws on examination misconduct in the country to: involvement of the children of government functionaries, bribery and corruption etc. Lastly, respondents suggested full implementation of laws on examination misconduct, open show of students caught for misconduct in media among others as solutions to this social problem.

**Keywords:** Parental influence; examination misconduct; students

## 1. Introduction

Persuasion of some persons to indulge in cheating in order to achieve success is not new to humanity. It is part and parcel of life from creation (Graves and Stephen 2008). Education, which is the process of providing information to persons to enable them develop in all areas of life, is one of the major routes to success in life (Offorma 2009). Therefore, it is not expected to be free of cheating and malpractices. Cheating arises in the process of examining students in order to determine their performances for the award of certificates. Examination thus, serves as a crucial aspect of education that is compulsory for all candidates at all level. At a point, it completes a stage of education process and ushers in the commencement of the next level from the elementary school to the highest level of formal education. At another point, examination plays a germane role in determining students' class of degree. This in

turn influences chances for job placement of people in different organizations across the globe. At a stage in some people's career, examination serves as the gateway to elevation and advancement.

In life, nobody wants to be associated with failure; nevertheless, success is obtainable through encounter. However, it is not every one who has encounter that succeeds. Success is meant for those who are ready to struggle with their last breath (Roberts 2002). In this study, examination could be seen as an encounter that qualifies students for certificates. Before any genuine certificate is issued, the process of examination must have been concluded and certified. This guarantees its acceptance in work settings, where many people need to fulfill destinies, dreams and aspirations. Without certificates, these may become an illusion. In other words, certificate is the proof of education no matter how talented one is. Therefore, examination that leads to the award of a certificate seems to have become a do or die encounter for many people in the present day Nigeria. Desperate candidates, most especially, who can not sit for examinations and pass seem to have perceived it as the survival of the fittest syndrome. This among other reasons is prompting students to indulge in examination misconduct in Nigeria (Badmus 2006). More often than not, they engage the service of agents in order to succeed. Mothers and fathers are regarded as one of the strongest agents (Ijaiya 2004). They act as agents by going directly to examination bodies to negotiate higher scores for their wards (Edukugho 2007). Moreover, most parents have become syndicates in perpetuating examination misconduct for their wards by providing materials like cash, food stuff, clothes etc needed to facilitate and perpetuate it (Joshua 2008).

Consequently, cases of examination misconduct have been being on the increase in various institutions of learning across the nation. Its escalation has reached an alarming dimension in recent times (Olatunbosu 2009). Even outside the formal school system, there is evidence of one form of sharp practice or the other in the country (Graves and Stephen 2008). This practice seems to have become a monster that defiled different measures put in place to curtail its escalation. Parts of such measures are; Decree 21 of 1985, Examination Malpractice Act No. 33 of 1999, Examination Ethics Project of 2003 (EEP) led by Ike Onyechere, Public Relations Workshop Organized by the Lagos State Police Community Relations Committee- PCRC (Ijaiya 2004) etc. The sensitivity of this social ill has attracted several studies from scholars across the nation. One of such studies is "Agents of Examination Malpractice in Nigerian Public Examination: The Strongest Links". It was carried out by Ijaiya (2004). In the study, she identified the strongest links of six agents of examination malpractices in public examination in Nigeria. Parents were indicted as one of the strongest agents. Nevertheless, the study could not address the most frequent means, which parents normally use to influence their wards to indulge in examination misconduct. Equally not certain and very essential to the study is the reason for non-implementation of law on examination misconduct in the country. The research apart for a general concern investigates whether there is a relationship between parental influence on wards in examination misconduct and societal value for certificates.

This study addresses issues stated above, using a Christian Private Mission University in the country as a case study. Besides the undoubted academic value of this work, it could be a sort of innovative anti-parental influence on wards in examination misconduct in the federation.

## **2. Hypothesis**

H<sup>o</sup>: There is no relationship between parental influence on wards in examination misconduct and societal value for certificates.

## **3. Objectives of Study**

- a. To discover the most frequent means of parental influence in examination misconduct.
- b. To discover solutions to parental influence in examination misconduct.
- c. To find out reasons for non implementation of laws on examination misconduct.

- d. To discover whether there is a relationship between parental influence on ward in examination misconduct and societal value for certificates.

#### **4. State of Knowledge on Examination Misconduct**

Jegede cited in Jega (2006) perceived examination misconduct as violation of rules and regulations guiding the conduct of examinations. Jegede's view is a clear and simple perception of the concept, but it ignores perpetrators of this social ill. Thus, Joshua (2008) posited that examination misconduct is an unauthorized or unapproved action, inaction, activity, behaviour or practice that is associated with the preparation, conducting and processing of examination and other forms of assessment, and carried out by any person involved in preparing for giving, taking and processing examination at any level of education. Joshua's view is comprehensive nevertheless other agents who are not directly involved in processing examinations are conspicuously omitted. However, this omission is located in the view of (Argungu 1997). According to him, it is an irregularity which is premeditated and perpetrated by candidates or their agents with the intention of gaining undue advantage over others in an examination. The aim of gaining undue advantage over others most especially could be a major reason why many students indulge in examination misconduct. Those who are not brilliant enough could employ this means to unjustly beat many bright students in their classes. Some of them could be ladies who are ready to offer themselves for sex to indecent lecturers while some could use money to bribe their lecturers and invigilators in order to secure higher marks than brilliant students. However, results of such students usually falsify their real abilities in examination and such students may not be able to defend their certificates, mostly in work settings. This crucial point is not included in the view of Argungu (1997). Nevertheless, this is included in the view of The University of Port Harcourt Academic Policies (2001). It sees the concept of examination misconduct as all forms of cheating which directly or indirectly falsify the ability of students at all level.

#### **5. Examination of Research on Persuasion on Wards to Involve in Examination Misconduct**

Persuasion to behave in a prescribed way has been described as power to sway, persuade or affect etc (Mc Elhaney et al 2010). Thus, the power to persuade children to indulge in examination misconduct can be linked to warm and supportive relationships between them and their parents. Mothers for instance can easily influence their children based on a solid relationship between them. More often than not, this power may not be divorced from economic supply. The power to supply the money for mercenaries, purchase leaked papers and pay fees for special centres, where leakage of papers are expected can make children to agree with their parents to indulge in examination misconduct. Also, the power to inflict penalty on children by their parents, mostly fathers, if they fail, could prompt them to be persuaded to indulge in examination misconduct. Most parents take this step to ensure success of their wards in such examinations. Every parent wants her children to succeed in life. Nevertheless, such step tells a lot about the integrity of parents involved. It is a display of moral decadence, which is now regarded as a normal way of life in the present day Nigeria (Chen 2009).

In villages, towns and cities in the country, more often than not, the good is rubbished and wickedness is being glorified. Brilliance is scorned and mediocrity is celebrated (Amalaha 2009). Cheats are regarded as being smart. Liars, thieves and murders are applauded and rewarded by the majority of the populace (Ukuekue 1999). As a result, emphasis has been shifted from how people achieve success to success itself. Nigerian society does not care about how people achieve success any more; it only applauds those who become successful no matter how they achieve it (Oduwaiye 2004). Therefore, the end of every encounter now seems to justify the means that many people employ in getting success. This seems to be influencing escalation of examination misconduct, massive rigging in elections and escalation of corruption in high and low places across the nation. Candidates who have

the above notion believe that it does not matter how one passes examination. The most important thing to these candidates is to come out of school with flying colours. The same scenario abounds in the political arena. It is a game of do or die to most politicians across the nation. This brings to the fore one of the cogent reasons behind massive rigging of elections in Nigeria from the world go. Victory in any election at all cost is of paramount important to these politicians. Hence, rigging is now regarded as the trade mark of every election in the country.

## **6. Theoretical Insights**

Interaction plays crucial role in shaping the social, political, economic and cultural development of man's society. It is a major tool of moulding people's attitude and behaviour in the family, school, church, work settings and other social gathering. The main purpose of this is to inculcate mores and folkways on people and transmit the same from one generation to another. This would be analyzed in this paper against the backdrop of the 'Differential Association'.

The paradigm is largely associated with Edwin Sutherland and Cressey. As Sociologists, their main contribution to understanding criminality is deeply rooted in interactionism. That is to say, the part in which social interaction plays in moulding people's attitude and culture in the society (Hughes and Kreohler 2005). These scholars derived their analogy from social disorganization which Shaw and McKay employed to describe neighborhoods in which controls had weakened and as a result, lawlessness prevailed (Lilly, et al 2002). In such milieu, criminal behaviours are easily learnt and transmitted from one generation to another in the process of social interaction. Therefore, all behaviour is as a result of socialization by means of interaction. How we act depends on how those around us desire us to act and how much we deviate from or conform to norms depends on differences in whom we associate with (Sutherland and Cressey 1955).

Understanding the basic tenet of this approach as illustrated above, brings to the fore four social life realities in the present day Nigeria, which are crucial to this research. They are elucidated below:

Firstly, the paradigm shows that crime flourishes in lawless milieu. In these environments, survival of the fittest syndrome holds sway. Nigeria seems to be turning into a lawless country, where laws on examination misconduct are no longer having effect on culprits. This is manifested in the ways in which culprits who know their ways go scot-free times without number (Ojo and Adeyemi 2007). Nigerian government both in the Local, State and National levels seem not to be helping the situation by not acting decisively about the menace of examination misconduct. The country's judiciary as well seems to have become a toothless bulldog that can never prosecute violators. This is because no perpetrator has ever been prosecuted in history.

Secondly, criminal activities are learnt and transmitted from one generation to another in the process of socialization. Most of the students who indulge in examination misconduct do so because they interact with those who indulge in it, perhaps their classmates (Amalaha 2009). This is prevalent in school environment where students are easily influenced by their colleagues or peer group. In home front, most parents often socialize their children to criminality. This includes direct initiation into occult world (witchcraft, marine spirit, Ogboni fraternity and other secret cults), smuggling, fornication, prostitution and so on (Ojo and Adeyemi 2007). Ijaiya (2004) most especially believes that parents are encouraging their wards to indulge in examination misconduct in Nigeria. In her study, mothers and fathers were rated 3<sup>rd</sup> and 10<sup>th</sup> agents of examination misconduct respectively. Most of these children may not act differently when they become adults. When the practice is involving one or two generations, it has easily led to the development of what can be termed as subculture, which may be too difficult to root out as it is in the present day Nigeria.

Thirdly, connectivity and closeness encourage initiation of people into criminality. Without being connected and closely interacted, it is impossible to be socialized into criminal behaviours. The biological and material connectivity as well as closeness between parents and their children is causing most parents to succeed in persuading their wards to indulge in examination malpractices. Parents are

heavily connected to their children in the above contexts. The connection enables them to pass instructions to them, which they must obey. Thus, mothers and fathers are trainers and co-trainers of children at home respectively. Children are biological raw materials that only training from parents, teachers etc can turn to assets (Oyedepo 2010). In other words, closeness can enhance adequate training of children, but if it is negatively applied, star in wards will be nipped in the bud and the aim of such training is defeated.

Fourthly, crime like parental influence in examination misconduct is always carried out in group settings Erickson (1971 in Stark, 1987). Successful execution of most examination misconduct cases takes agreement and involvement of more than one person (Ijaiya 2004). This social problem is escalating in Nigeria because most parents initiate the move to their children while teachers, invigilators, principals etc act as collaborators (Onyechere 2004). If collaborators disagreed with parents and children, most of the cases of examination misconduct would not have been carried out successfully in Nigerian institutions.

By and large, not every child can be successfully recruited to criminality as critics of this paradigm pointed out. There is tendency for some of them to refuse to yield to their parents' persuasion to indulge in examination misconduct. Moreover, some of them can even be used to convert their stink parents to persons of sound integrity. Nevertheless, the paradigm is more suitable for a study of this nature.

## **7. Methodology**

*Research Design:* This study employs cross sectional design. This is due to the fact that it brings about ingathering of data from different sections of the population under study. The design becomes paramount to this study because it allowed for the use of data collection through questionnaires and in depth interview, which served as research instruments for data collection. The questionnaire aspect contains two sections (A and B). Section A contained two tables. The first and second table contained ten (10) questions each. Section B provides three options: Agree, disagree and undecided for respondents-students, staff and artisans. Section C is an open ended question. It gives respondents opportunity to provide answers in their own language. Questionnaires were administered to students, staff and artisan while the interview was administered to the selected Head of Departments. Prior to the administration of these instruments, they were scrutinized by some experts in the area of study. Their comments and suggestions were used to modify and reworked the study.

*Population and Sample Size:* The population of study is eight thousand seven hundred and sixty-five (8,765). Out of this figure, students, members of staff and artisan constitute seven thousand, six hundred and fifteen (7,615); eight hundred and fifty (850) and three hundred (300) respectively. From this population, four hundred and fifty (450) respondents were randomly selected among students; seventy five (75) were taken from members of staff while twenty (20) were taken among artisans. This amounts to five hundred and forty-five (545) respondents.

*Sample Techniques:* Proportional sample technique was used to draw sample from the population. The population was divided into thirty-three (33) departments. Simple random sampling technique was used to select respondents from each department based on the number of students in the department. In other words, departments with larger population produced larger sample. Numbers of students needed in each department were written on sheets of paper serially. Zero was written on other sheets to complete the number of students in the department. Each number was cut from the paper, folded and gathered together in a bag. The bag was shaken together properly. Each student was asked to pick one from the bag. Students who picked numbers from one to the required number were selected and given questionnaires to fill for the study. Those who picked zero were not selected. The same method was used to select members of staff and artisans.

*Techniques of Analysis:* It uses ranking method to rank opinions of respondents. 3 ways analysis of variance was used to test the hypothesis formulated for the study. Percentages and in depth

interview were also used to analyze data. Moreover, in-depth interview was used to complement the result of the test.

## 8. Analysis, Results and Discussion

To establish if parental influence on wards in examination misconduct has a significant relationship with societal value for certificates, views of students, staff and artisans were computed as shown in table I below:

**Table 1:** Relationship between Parental influence on wards in Examination Misconduct and societal value

Respondents					
Students		Staff		Artisans	
X	X <sup>2</sup>	X	X <sup>2</sup>	X	X <sup>2</sup>
184	33856	101	10201	70	4900
86	7396	40	1600	14	196
37	1369	10	100	03	9
<b>307</b>	<b>42621</b>	<b>151</b>	<b>11901</b>	<b>87</b>	<b>5105</b>

To test the hypothesis which states that there is no relationship between parental influence on wards in examination misconduct and societal value for certificate, 3 ways Analysis of variance was used to analyze the data. In making a decision, test statistic was compared with the critical value:

$$F(\text{obtained}) = 0.44$$

$$F(\text{obtained}) = 5.14$$

Since the critical value is greater than the test statistical, null hypothesis is rejected and alternate hypothesis is accepted. Therefore there is a relationship between parental influence in examination misconduct and societal value for certificates. This is in line with the view of (Olatunbosun 2009).

In respect of the in-depth interview, 27 (81.9%) out of thirty-three (33) Head of Departments interviewed agreed that there is a relationship between parental influence of wards in examination misconduct and societal value for certificates. They argued that certificates determine job placement for people in work settings. They also argued that most students think if they can get certificate getting jobs will not be too difficult for them. Such candidates rely on connections of people around them for job placements. The remaining 6 (18.1%) interviewees said there is no significant relationship between parental influence of children in examination misconduct and societal value for certificate. They argued that business persons and artisans do not need certificates in order to be successful in life. They supported their view with dropped-out students, who ended-up becoming successful in sport activities and technological inventions. In sport (football), two interviewees cited the case of Ronaldo of Brazil, who did not earn any certificate to become the World Footballer of the year trice-1996, 1997 and 2002. In term of invention, Fijabi (2010) cites the case of mark Zukerberg and Dell, inventors of face book and dell computers respectively as a point of reference?

### Discussion

Dwelling on interviewees' point of view on this subject, it is possible for one to be successful in life without holding a certificate. At the same time, one can possess it but it may not determine his/her success in his / her specific area of study. In order words, persons can be successful in areas that are entirely different from their fields of study. For example, Bishop David Oyedepo is a brilliant architect but he is making tremendous impart in Christianity across the world as a preacher. Nevertheless, possession of certificates without knowledge to display in any area of life could be seen is an exercise in futility to national development. That is the rave of the moment in the present day Nigeria. There are

many educated illiterates in the country. Such individuals are not contributing meaningfully to the development of the nation.

**Table 2:** Most frequent means which parents are using to influence their ward to indulge in examination misconduct

S/N	Means of parental influence in examination misconduct.	Frequency	%	Rank
1	Persuasion to indulge in examination misconduct	52	11.55	3
2	Provision of money for the execution of examination misconduct.	64	14.22	2
3	Purchasing of leaked question papers and solutions	51	11.33	4
4	Gratification of materials things for examination officials	46	10.22	6
5	Taking of wards to special centres	67	14.88	1
6	Gratification of cash to examination officials	50	11.11	5
7	Outright negotiation with officials at examination centre to deliberately allow examination misconduct .	26	5.77	8
8	Going directly to examination bodies to negotiate higher scores	19	4.22	10
9	Sending unauthorized materials to the examination hall	37	8.22	9
10	Obtaining of mercenaries to write examination	38	8.44	7
<b>Total</b>		<b>450</b>	<b>100</b>	

**Source:** From the data collected by the researcher

From table 2, respondents ranked taking of wards to special centres as the most frequent means of parental influence of children in examination misconduct 1<sup>st</sup> (14.88%). This is followed by provision of money for the execution of examination misconduct. It was ranked 2<sup>nd</sup> with 14.22% of our respondents. Persuasion to indulge in examination misconduct was ranked 3<sup>rd</sup> (11.55%) while purchasing of leaked question papers and solutions was ranked 4<sup>th</sup> with 11.33%. Respondents ranked gratification of cash to examination officials 5<sup>th</sup> with 11.11%. Gratification of material things for examination officials was ranked 6<sup>th</sup> with (10.22%) while obtaining of mercenaries to write examination was rated 7<sup>th</sup> with 8.44%. Outright negotiation of parents with officials at examination centre to deliberately allow examination misconduct was ranked 8<sup>th</sup> (5.77%) while sending of unauthorized materials to the examination hall was ranked 9<sup>th</sup> (8.22%). Finally going directly to examination bodies such as Senior School Certificate Examination (SSCE), National Examination Council (NECO), Joint Admission and Matriculation Board (JAMB) etc was ranked last (10<sup>th</sup>). This is represented by 4.22%.

### **Discussion**

Item five in table 2 as presented by the respondents justifies the view of Joshua (2008) on the topmost means of parental influence on wards in examination misconduct in Nigeria. Special centres are spread across the nation and most of them are notorious for examination misconduct in Nigeria. That is where many parents, mostly those who are very rich enrol their wards for Examinations such as Senior School Certificate Examination Council (SSCE), National Examination Council (NECO) etc. In such centres, proprietors collect a lot of money for registration and allow massive misconduct during examinations. Such proprietors used to bribe examination officials in order to allow students to cheat or to allow mercenaries to write examination for them. Items 1, 2, 3 and 6 are prevalent in higher citadel of learning in Nigeria. The view of Argungu (1997) is in line with respondents' opinion on this subject. According to him, lecturers and other examination officials in higher institutions are liable.

**Table 3:** Perception of students on solutions to parental influence in examination misconduct.

S/N	Solutions to curtail parental influence in examination misconduct	Frequency	%	Rank
1	Full implementation of laws on examination misconduct	106	19.45	1
2	21 years imprisonment for students caught	39	7.16	9
3	Orientation for parents	61	11.19	3
4	Open show of students caught for misconduct in media (Newspapers, T.V etc)	80	14.67	2
5	Banning of wards from participating in examination for 3years	32	5.87	10
6	No penalty should go for option of fine	41	7.52	8
7	Stopping of such parents from taking leadership roles in the society	52	9.54	4
8	Serious societal campaign against parental influence in examination misconduct.	44	8.07	7
9	less emphasis on paper qualifications and certificates	45	8.25	6
10	proper funding of education sector	50	9.17	5
<b>Total</b>		<b>545</b>		

**Source:** From the data collected by the researcher.

Dwelling on table 3, respondents who think full implementation of laws on examination misconduct is the solution to parental influence of children in examination misconduct ranked highest 106 (19.45%) on the 10<sup>th</sup> point items. Respondents who believed that open show of students caught for examination misconduct in media (Newspapers, T.V) etc ranked second on the hierarchy with 80 (14.67%). Respondents who think orientation for parents will serve as solution to parental influence in examination misconduct ranked 3<sup>rd</sup> with 61 (11.19%) while those who considered stopping of such parents from taking leadership roles in the society ranked 4<sup>th</sup> with 52 (9.54%). Respondents who suggested proper funding of education as their solution ranked 5<sup>th</sup>. This represents 9.17% of the respondents. Those who suggested less emphasis on paper qualification ranked 6<sup>th</sup> with 8.25%. Respondents who believed that serious societal campaign against parental influence of children in examination misconduct ranked 7<sup>th</sup>, which represents (8.07%) of our respondents. Respondents who ranked no penalty should go for the option of fine, 21 years imprisonment and banning of wards caught in examination misconduct for 3 years are 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>. This is represented by 7.52%, 7.16% and 5.87% respectively.

### Discussion

Respondents rated Item 1 highest and it collaborates with Ijaiya (2004), who sees it as one of the best solutions to this social problem. If culprits are brought to book, it may serve as deterrence to others. Item 4 could also inflict shame on violators and thus stop others from indulging in it. Steps suggested by respondents in 3, 5 and 7 are directed at parents, who used to indulge their wards in examination misconduct. Such steps can prompt most of them to desist from the practice. Less emphasis on paper qualifications and certificates was mentioned in item 9 by respondents. This is directed at employers of labour and it could be of great importance in curbing escalation of parental influence of wards in escalation of examination misconduct in the country. Proper funding of education sector in the country was considered important in item 9 by the respondents. This collaborates with the submission of Radda (2009) on this issue. From the world go, agitation for proper funding of education in Nigeria has been a tough battle between the Academic Staff Union of Nigerian Universities (ASUU) and federal government. Since independence, no government has ever considered it essential to fund education like developed nations (Radda 2009).



**Table 4:** Reasons for non-implementation of laws on examination misconduct.

S/N	Reasons for non-implementation of laws on examination misconduct	Frequency	%
1	Children of government functionalities are involved	136	24.95
2	Bribery and corruption	63	11.56
3	Bad leaders	60	11.01
4	Government is not serious about the implementation of laws on examination misconduct.	55	10.01
5	Moral dirtiness of government functionalities	49	8.99
6	Connection and influence of parents on government officials	41	7.53
7	Large number of violators	35	6.42
8	Respondents who did not indicate any reason	34	6.29
9	Non report of cases by the school authority	33	6.06
10	Negligence on the part of law enforcement agents	24	4.40
11	Inadequate courts of laws	15	2.76
<b>Total</b>		<b>545</b>	<b>100</b>

**Source:** From the data collected by the researcher.

As indicated in table 4, 102 (22.66%) respondents attributed non-implementation of laws on examination misconduct to the involvement of children of government functionalities. This is followed by respondents who attributed it non-implementation to bribery and corruption, which is represented by 63 (11.56%). Respondents who believe that bad leadership of the country should be responsible for its non-implementation come next in the hierarchy with 60 (11.01%). Respondents who believe that government is not serious about its implementation constitute 55 (10.01%). Forty-nine 49 (8.99%) respondents attributed non-implementation of laws on examination misconduct in the country to moral dirtiness of government officials while 41 (7.53%) attributed it to connection and influence of parents to government officials. 35 (6.42%) respondents attributed it to large number of violators. This is followed by respondents who did not indicate any reason. They are 34 in number and it represents 6.29%. Other reasons put forward by the respondents are: non report of cases by the school authorities, negligence on the part of law enforcement agents; inadequate courts of laws. These represent, 33 (6.06%), 24 (4.40%) and 15(2.76%) respectively.

### **Discussion**

Respondents' opinion as reflected in items 1, 2, 3, 4, 5, 10 and 11above indicted Nigerian government on reasons for non-implementation of laws on examination misconduct in Nigeria. In several cases of examination misconduct in the past, children of top government functionalities were involved. Actions could not be taken on any of them because of that. Hence, the government finds it difficult to act decisively on the issue up till date. This attests to the claim of Bakoji 2006 cited in Omonijo (2008) concerning poor leadership of the country.

### **9. Findings**

There is a relationship between parental influence on wards in examination misconduct and societal value for certificates. The most frequent means of parental influence in examination misconduct are: taking of wards to special centre, provision of money for its execution, persuasion wards to indulge in misconduct, purchasing leaked question paper and solutions and gratification of cash to examination officials. Main solutions to curtail the escalation of parental influence of wards in examination misconduct are: full implementation of all laws on examination misconduct, open show of students caught for misconduct in media (Newspapers, T.V etc), orientation for parents, stopping of such parents from taking leadership roles in the society etc. Main reasons for non-implementation of laws on examination misconduct are: children of government functionalities are involved, bribery and corruption; bad leaders; government is not serious about it and moral dirtiness of government functionalities etc.

## 10. Conclusion

From the study it is concluded that there is a relationship between parental influence of wards in examination misconduct and societal value for certificates. Taking of wards to special centre is the most frequent means, which parents are using to influence their wards to indulge in examination misconduct. The main solution to curtail escalation of parental influence in examination misconduct is full implementation of laws on examination misconduct. Finally, the major reason for non-implementation of laws on examination misconduct is because children of government functionaries are involved.

## 11. Recommendations

Following the findings of this study, it is recommended that high value on paper qualifications should be replaced with practical demonstration of knowledge in work settings in Nigeria. Although paper qualification is good, it should be matched with practical demonstration of ideas and knowledge. Thus, certificates of candidates who can not defend their qualifications in work settings or make impart in a specific area of life to display knowledge should be stripped off from them. Furthermore, Special centers notoriously known for examination misconduct in the country should be scrapped. Moreover, seminars and workshops should be organized for fathers and mothers on how to inculcate moral integrity into their children as trainers and co-trainers of wards in the family respectively. It should equally be extended to other collaborators of examination misconduct in the country. Parents who indulge his children in examination misconduct should no longer be celebrated in the society. Such parents should be relieved of their positions in government and other institutions in the country.

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