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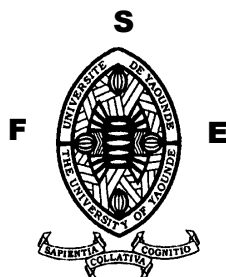
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UNIVERSITE DE YAOUNDE I

FACULTE DE SCIENCES DE
L'EDUCATION

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE (CRFD) EN
SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES

DEPARTEMENT DE CURRICULA ET
EVALUATION



REPUBLIC OF CAMEROON

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THE UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

POST GRADUATE RESEARCH AND
TRAINING CENTER IN HUMAN,
SOCIAL AND EDUCATIONAL
SCIENCES

DEPARTMENT OF CURRICULA
AND EVALUATION

**EXAMINATION MALPRACTICES AND
GRADUATES' QUALITY IN THE UNIVERSITY OF
YAOUNDE I.**

*A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of a
Master's Degree in Curriculum and Evaluation*

SPECIALTY: Quality Education

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ACADEMIC YEAR 2022/2023

DECLARATION

This is to declare that this work entitle “Examination Malpractices and Graduates quality in the University of Yaounde I” was duly carried out by MALLE FRANCIS MBONG, in partial fulfilment for the award of a Master’s degree in Curriculum and Evaluation. The information derived from the literature has been duly acknowledged in the text and a list of references provided.

CERTIFICATION

We certify that this Dissertation, titled “**Examination Malpractices and Graduates quality in the university of Yaounde 1**” was carried out by **MALLE FRANCIS MBONG** Matricule number 19P3827 of the University of Yaoundé I, Faculty of Education, Department of Curriculum and Evaluation (CEV) –Specialty in Quality Education.

Head of Department

President of Jury

Supervisor

Examiner of Jury

Date.....

DEDICATION

**To
MY FAMILY**

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LIST OF ABBREVIATIONS AND ACCRONYMS

BC: Before Christ

CA: Continues Assessment

DMD: Degree – Masters Doctorate

EFA: Education For All

EDP: External Degree Programme

EFCC: Economic and Financial Crimes Commission

ECZ: Examination Council of Zambia

GCE: General Certificate of Education Board

GDP: Gross Domestic Product

HES: Higher Educational System

ILO: International Labour Organization

MINESUP: Ministry of Higher Education

NDS: National Development Strategy

NUGP: New University Governance Policy

RH: Research Hypothesis

SWA: Sector Wilde Approach

SDG: Sustainable Development Goals

UNDP: United Nations Development Program

UNESCO: United Nations Education Scientific and Cultural Organisation

UY1: University of Yaounde I

WB: World Bank

WEAC: West Africa Examination Council

ZIMSEC: Zimbabwe Schools Examination Council's

ABSTRACT

This study investigates whether examination malpractices has an influence on graduate's quality in the University of Yaoundé I. The problem of the study emanates from the observed decrease in the value or quality of graduates grounded on their inability to acquire jobs, create jobs or become productive after graduation. To examine this influence, the main research objective was to investigate whether examination malpractices has an influence on graduate's quality in the University of Yaoundé I. The main research question was How does examination malpractices influence quality of graduates in the University of Yaoundé I? and the main research hypothesis was; **Ha**: there is a relationship between examination malpractices and quality of graduates in the university of Yaoundé I. Four theories were adopted for this study; Behavioural theory of Operant Conditioning by B.F Skinner, Theory of Planned Behavior (TPB) by Madara, Namango and Katana, Social Learning Theory by Albert Bandura and Psychosocial development theory by Eric Ericson. This study adopts the cross-sectional research design. The data was collected via questionnaire and interview guide. The stratified sampling techniques was use to select the number of lecturers/ administrators, and graduates and via the sample size table, we acquired a sample size of 204. The quantitative data was analysed using inferential and descriptive statistics and presented on tables and Pearson moment correlation coefficient was used to test the research hypotheses. The findings indicated that two out three specific research hypotheses have been confirmed and one rejected. **RH1**: correlation value $r = .055$, the significance level $.431$, greater than 0.05 , and the standard error margin: $r = .055$, $P = .431 \geq 0,05$, so H_0 was retained:**RH2**: the correlational value $r = .272$, the significance level of 0.000 less than 0.05 and the standard error margin: $r = .272$, $P = .000 \leq 0,05$, so we confirmed the H_a . **RH3**: The correlation value $r = .176$, the significance level 0.012 , largely less than 0.05 and standard error margin: $r = 0.176$, $P = 0.012 \leq 0,05$, so H_a was retained. Based on this findings, we recommend that the university should employ more methods to curb exams malpractices,

Key words: *Examination malpractices, Graduate's Quality, University of Yaounde I.*

RESUMÉ

Cette étude examine si les mauvaises pratiques d'examen ont une influence sur la qualité des diplômés de l'Université de Yaoundé I. Le problème de l'étude découle de la diminution observée de la valeur ou de la qualité des diplômés fondée sur leur incapacité à acquérir des emplois, à créer des emplois ou à devenir productifs après l'obtention de leur diplôme. Pour examiner cette influence, l'objectif principal de la recherche était de déterminer si les mauvaises pratiques d'examen ont une influence sur la qualité des diplômés de l'Université de Yaoundé I. La principale question de recherche était Comment les mauvaises pratiques d'examen influencent-elles la qualité des diplômés de l'Université de Yaoundé I? et la principale hypothèse de recherche était; H_a : il existe une relation entre les mauvaises pratiques d'examen et la qualité des diplômés de l'université de Yaoundé I. Quatre théories ont été adoptées pour cette étude; Théorie comportementale du conditionnement opérant par B.F Skinner, théorie du comportement planifié (TPB) par Madara, Namango et Katana, théorie de l'apprentissage social par Albert Bandura et théorie du développement psychosocial par Eric Ericson. Dans cette étude, nous avons adopté le plan de recherche transversal. Les données ont été recueillies au moyen d'un questionnaire et d'un guide d'entrevue. Les techniques d'échantillonnage stratifiées ont été utilisées pour sélectionner le nombre de chargés de cours / administrateurs et de diplômés et via le tableau de taille de l'échantillon, nous avons acquis une taille d'échantillon de 204. Les données quantitatives ont été analysées à l'aide de statistiques inférentielles et descriptives et présentées sous forme de tableaux et le coefficient de corrélation du moment de Pearson a été utilisé pour tester les hypothèses de recherche. Les résultats indiquent que trois des quatre hypothèses de recherche spécifiques ont été confirmées et une rejetée. **HR1**: valeur de corrélation $r = 0,055$, le niveau de signification $.431$, supérieur à 0.05 , et la marge d'erreur type: $r = .055$, $P = .431 \geq 0,05$, donc H_0 a été retenu: **HR2**: la valeur corrélationnelle $r = .272$, le niveau de signification de 0.000 inférieur à 0.05 et la marge d'erreur type: $r = .272$, $P = .000 \leq 0,05$, nous avons donc confirmé le H_a . **HR3**: La valeur de corrélation $r = 0,176$, le niveau de signification $0,012$, largement inférieur à $0,05$ et la marge d'erreur type: $r = 0,176$, $P = 0,012 \leq 0,05$, donc H_a a été retenu. Sur la base de ces résultats, nous recommandons que les universités utilisent davantage de méthodes pour réduire les mauvaises pratiques en matière d'examens.

Mots-clés: *Mauvaises pratiques aux examens, Qualité des diplômés, Université de Yaoundé I.*

GENERAL INTRODUCTION

Examinations malpractices are among the major problems institutions of learning and examining bodies have been facing all over the world as well as in Cameroon. Examination malpractices have become household names among university students in Cameroon state universities. It is observed in several institutions that wherever examinations have been written, candidates have exhibited similar behaviour of engaging in cheating in one way or the other. Therefore, there is need to prevent examination malpractices in schools because they were a threat to the essential mission and goal of education (Ikwueke, 2011). Results of studies undertaken by different scholars in most African countries revealed that examination malpractices were not a new phenomenon in schools and affirmed that first examination malpractice was believed to have been reported in 1914 during the Cambridge Local Examination Papers which were leaked before the scheduled date of the examination (Maduemezia, 1998).

However, it was troublesome a trend that started slowly has reportedly become very pronounced not only in African countries but across the globe. Moreover, cases of examination malpractices have become more advanced and sophisticated with time. It is certain the effects of examinations malpractices were the unacceptable behaviour destroying the education system. Studies have revealed however that examination malpractices were mostly determined by students' academic characteristic and institutional factors (Maduemezia, 1998). It is a common phenomenon when examination malpractices occur that authorities blame schools for their complacency and the students and teachers blame each other. Reasons for examinations malpractice have been similar across different studies. As stated in Tanyi et Wirngo (2015) from 2005-2015 academic years, some school personnel are said to have leaked examination questions and cheated in the writing and correction of the examination papers. The General Certificate of Examination Board (GCEB) and the Office du Baccalaureate (OB) administrative officials have denounced the examination fraud by some school administrators of both private and government schools and the students. The recent cases in June 2015 in the Advanced Teachers' Training institutions and the Faculty of Education students were alleged victims of assessment irregularities that affected the actual students' output.

However, we need not dwell much on the causes of examination leakages rather on the consequences for instance; some of the problems related to students' behaviour towards

examinations malpractices include poor attendance, laziness and too much involvement in social activities. In fact, most universities nowadays seem to see examination malpractices (leakages) as a normal academic exercise as can be evidenced by the common notion by some students who even go the extent of saying that “*L’homme n’est rien sans son bord*”. Indeed, such assertions were most likely to fuel the prevalence of examination malpractices among students. Additionally, the aforesaid, was a clear manifestation of most candidates’ lack of self-confidence and self-concept. Students with negative self-concept will always doubt themselves and ascertain their failures by engaging in examination malpractice. In this century most university students may no longer have that spirit of dogged attention to study in order to pass examinations unaided as there is too much dependence on cheating.

In other words, students may know why they engage in examination malpractice and they sometimes even refer to the vice as ‘brain support’ which means that examination malpractices to some students’ perception were an act to aid one’s memory in examinations as such, most of them no longer believe in hard work (Petterset Okon, 2013). Other studies conducted in other parts of Africa reported similar results and cited lack of confidence on the students’ part as a result of inadequate preparations, peer influence, societal influence, parental support, poor facilities in schools, moral decadence in society and greed for money including the overemphasized value of certificates as some of the factors that influenced examination malpractices. Other factors included the inadequacy of school facilities, teacher training, teachers’ and examination officers’ low salaries (Alutu et Aluede, 2006).

Mashanyare and Chinamasa (2004) raised similar concerns over examination malpractices in Zimbabwe which to some extent were attributed to the Zimbabwe School Examination Council which took over the responsibility to administer examinations from the Cambridge. In their claim, they observed that examinations standards have plummeted since the Zimbabwe Schools Examination Council’s (ZIMSEC) take over in 1998 and cited examples such as one where the former Minister of education leaked the examinations through his daughter in Harare before the paper was written and where some employees of the examinations council were allegedly selling examinations papers before they were written. These realities in Africa are all the same as we hear in Cameroon, every now and then cases of malpractices, leakages and students and teachers are always at the source.

The gravity of the problem was also evident from countries abroad. For instance, according to Balfour (2009), more than one thousand candidates were caught cheating during

the civil service examinations while Simwayi (2012) also reports that in the United States 56% of middle school pupils and 70% of high school pupils have cheated in examinations. These statistics were a clear indication that examination malpractices were a matter of global concern. On the other hand, examination malpractices are believed to have serious implications on the gross domestic product of the country and on the general quality and standard such as of medical doctors, teachers and a chain of incompetent workforce in society as a whole (Simwayi, 2012). In view of the aforementioned, efforts by examining bodies; their elaborate policies though formidable enough seem to be quite inadequate and according to Tambuwal (2013), candidates produced in the system of examination malpractice will themselves grow into adults, teachers or examination officers who will not see anything wrong with the sophisticated and high class examination fraud which only favours certificated illiterates. Curbing examination malpractices requires engaging in enquiry driven reform and examining the everyday realities of teaching and learning and schooling in order to identify what needs to be fixed and how (Ikwueke, 2011).

Quality in education is an all involving and multidimensional concept. All educational stakeholder has respective ways of its interpretation, especially following their objectives. However, there is a growing need to constantly improving the quality of education and the graduates in order to meet up with the fast-evolving society. In this importance, the Jomtien Declaration in 1990 and more particularly the Dakar Framework of Action in 2000, through its sixth goal lay emphasis on the quality of education, (Egbe 2014). This embraces assurances to improve all aspects of educational quality so that everyone can achieve better learning outcomes especially in literacy, numeracy and essential life skills (UNESCO, 2004). This includes commitment to improving all aspects of education quality so that every child can achieve better learning outcomes especially in literacy and numeracy. As stated in Egbe (2014), The World Bank in 2007 drew the attention of all countries that benefited from the EFA-FTI programme including Cameroon to the quality of education expected of them. Owing to its importance, UNESCO (2004) termed school quality, the quality imperative ‘. The following year, UNESCO affirmed that quality is at the heart of education, a primary determinant of enrolment and achievement (UNESCO, 2005).

In Cameroon, the state and the political leaders are leaving no stone unturned in the efforts to improve on educational process in order to improve on the quality of education. This became the center of governments’ interest when the state realized the rate of unemployment among university graduates. They state, especially the ministry of higher

education leverages the Law Number 98/004 of 14th April 1998 on the Orientation of Education in Cameroon, Law N^o 005 of 16 April 2001 to guide higher education, the poverty reduction strategy paper (PRSP) in 2003-2007, the Sector Wide Approach (SWA) in 2005, the Degree – Masters Doctorate (DMD) of 2007, Higher Education Act no 110/2009. Growth and Employment Strategic Paper, 2010 – 2020, Decree N^o 2011/119 of 18 May 2011, the Sustainable Development Goals (SDG) in 2015, the law of 16 April 2016; the emphasis of higher education in Cameroon and the National Development Strategy 2020-2030 (SND 30).

This research seeks to show how examinational malpractices influences graduates' quality in the University of Yaounde I. It is presented in five chapters. Chapter one will be the background of the study, chapter two will be the review of related literature and theoretical framework, chapter three will be research methodology, chapter four will be presentation of results and chapter five will be discussion and recommendations. We shall crown it all with a general conclusion.

CHAPTER ONE

BACKGROUNDS TO THE STUDY

This chapter gives preliminary and general information of the research topic as it focuses on the background of the study, the problem statement, objectives of the study, research questions, research hypothesis, the scope of the study, significance of the study, justification of the study, and equally the definition of some key terms.

1.1 Historical Background

The practice of written competitive group examinations was conceived in China, (Morris, 1961). However, it is probably so old that the exact date or historical era is less clear to both historians and the educationist. In china, it evolved quicker and became popular in state institutions because it became a requisite strategy for the employment of competent state workers. According to some commentators like Du Bois (1970) the use of examination or test to select qualified civil servants could be traced back as far as 2200 BC. However, this claim is based on references that are found in Chinese classics (for example, Book of Rites) that were not written until about 400 or 300 BC and are examples of crediting later social institutions with an earlier existence, sometimes associated with a divine or miraculous creation (Yang, An, and Turner, 2008; Wu, 1982). While much that is written about the Western Zhou dynasty (1027–771 BC) is also mythological, rites and records from the era indicate that the origin of a system of universal recruitment into the civil service based on merit and involving examinations may be traced to this period (Wu, 1982).

According to Kellaghan (1990) and Lewin and Little (1982), examinations have always been an important feature in many countries in Europe, Africa, Asia, and the Caribbean education. Their importance derives largely from the fact that examination performance forms the basis of important decisions about the educational and vocational futures of students. In performing their evaluative function, it has been noted that examinations have acquired a legitimacy based on the view that the qualifications they confer provide a fair indication of achievement and that decisions about the distribution of benefits on the basis of such qualifications are rewarding merit. Miyazaki (1976) observed the origin of public examinations in the entrance and civil service examinations of China, which dates back at least to the period of the Sui Emperors (589-618), with a pre-history going back much further and which achieved their most complex form towards the end of the Ch'ing dynasty (1644-1911). Kellaghan (1992) noted that the Chinese systems inspired examinations in

written format that began to appear in European schools in the 16th century, though it was not until some two hundred years later that public examinations of the type found in China were instituted in Europe for selection to universities, the civil service, and the professions. Kellaghan (1992) further claimed that once examinations became a major feature of the educational systems of most European countries, they were in turn, passed on to their former colonies in Africa, Asia, and the Caribbean, where they still flourish.

The practice of examination malpractices in education is an old act that has existed in educational systems for many years. As the UNDP (2013) report noted, educational systems were crisis ridden owing to examination malpractices in schools as well as universities. The report also noted examination malpractices start from primary schools, mostly perpetuated by teachers at this level, and gradually extended to secondary schools and colleges. In universities, students who successfully practiced examination crimes in secondary schools without being caught saw it as the only way they could survive in an examination, (Bassey et al, 2010). The examination results tend to give a false picture of the state of affairs; hence some school graduates could not defend the grades obtained in examinations, (Jimoh, 200, Adebayo, 2012). Umar (2004) stated that in some African universities, it was almost a routine for students to cheat in examinations. Many African countries did not take this seriously because they wanted their students to perform well in the examination and so rather than work through supervision of teaching and learning; they aided and abet examination malpractices. The situation was worsened with the shortage of qualified teachers, supply of instructional materials such as audio-visual aids, books, science equipment and the poor remuneration of teachers, supervisors and invigilators (Alutu, 2006). Under these conditions, the option remaining was that of aiding pupils and students cheat in order to pass and ultimately get money.

Just when the trend of examination malpractice found its roots in human communities, is not known. There are many examples and levels of cheating in examinations around the world. Globally, evidence abounds of increasing incidents of examination malpractice by learners at primary and secondary schools as well as at colleges. Kibler (1993) reported that examination malpractice was first known to have existed in the Chinese civil service examinations where examinations were given in individual cubicles to prevent examinees from looking at the test papers of others, despite strict precautions and regulations which included the death penalty for both the guilty students and the examiners. In the process, examiners searched for notes prior to entering the cubicles. Similarly, there has been

a long history of studies on the frequency of cheating in the United States of America and United Kingdom. Healy and Perry (2000) observed that in the late nineteenth and early twentieth centuries, cheating was widespread at college campuses in the United States. The malpractice was continuously growing as a problem despite having jail terms imposed for perpetrators who were caught.

The phenomenon took forms in diverse ways, for instance; Impersonation, bringing in foreign and unauthorized materials like books and calculators, substituting answer sheets with already worked scripts, stealing, converting, and misappropriating scripts; collusion in the examination hall involving copying; and organized cheating involving assistance from teachers and invigilators (Aminu, 2006; Onuka, 2011). Umar (2004 p. 54) has asserted, “examination malpractices had seriously impinged upon the credibility of the results coming from public examinations bodies in most African universities to an extent that the quality of certificates candidates obtain is doubtful”. The situation degenerated to an extent that people looked down upon academic certificates because the ability of its holders could not be legitimately inferred from the test scores on which the certificates were based (Onuka, 2009). In Ghana, Daily Graphic (2013) reported that the occurrences of examination malpractices had assumed an alarming trend mainly due to candidates’ fear of failing, lack of confidence, laziness, inadequate preparation and, above all, the inability to apply themselves to their studies.

According to the UNESCO (EFA Global monitoring report, 2005) quality education should be contributing to the development of a learners in terms of creativeness, emotional and cognitive capacities. Quality education does not imply students filling up seats at school just for the sake of attaining better grades. In fact, it must demonstrate how the learners adapt to education, how much they learn and the speed at which they learn. In addition to the developing of creativity and emotion, the children should become a responsible citizen that is they should inculcate skills and competences that make them ready for the job market. It is in bases of their ability to create jobs and get employed as prove of the quality of education they took. Much research has been carried out upon quality education by theorists and that has demonstrated an improvement in the system of education. Likewise, the concept of content driven education and hidden curriculum should be taken into account when scrutinizing quality education.

Students perfected various forms of cheating in examination rooms. Some of the tricks employed under this practice included, bribing, smuggling foreign materials into the

examination rooms such as prepared notes and material written on palms, thighs (especially for girls), and in text books or novels for subjects such as literature, and they also go in with various tricks such as, “hide and seek” and gadgets designed to assist them to pass the examinations instead of relying on their own abilities (Ake Gronlund et al, 2010, Daily Graphic, 2013).

1.1.2 Conceptual Background

We cannot go through this research without defining some concepts. Below are the definitions of some important concepts. These definitions will go a long way to ease the understanding of the research. They include;

1.1.2.1 Examination

An examination is a formal test that you take to show your knowledge or ability in a particular subject, or to obtain a qualification. Moreover, it is the process through which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period (Balogun, 1999). Examinations could be internal or external. It could be oral or written, essay or objective type, theory or practical constitutes an integral part of the education process. Examples of internal examinations are continuous assessment tests, terminal, semester and annual or promotional examinations. Examples of external (public) examinations common in Cameroon schools are Common Entrance Examination for admission into secondary school. School Certificates examination is conducted by the GCE Board and competitive entrance examinations into higher training institutions. The outcome of the examination is used as a basis for decision-making on the examinee’s ability. The examinee is consequently awarded a certificate which could qualified students for admission into a school, promotion into higher level of an institution and employment opportunities (Nganchi and Chalotte, 2020). Examination has two main distinct concepts. First, to achieve the purpose for which it is designed and second, to be a reliable consistent means of measurement (Wilayat 2009). When however, irregularity or examination malpractice occurs, then the validity and resulting outcome is questionable

1.1.2.2 Examination Malpractices

Examination malpractice is however, commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage (Omonijo, 2010). Omonijo (2010) and Akpa (2012) added that, examination malpractice may be understood as, a misconduct or improper practice, before, during or after any examination by examinees or others in order to obtaining unmerited results.” From these

two views, it can be concluded that examination malpractice is an unethical act because it may encourage mediocrity in that students who succeed through such unorthodox methods may be rated equal to those who struggle on their own to excel (Agyei,2020). The main concepts of this study are the examination malpractices and graduates' quality. The concept of examination malpractice is examined from the three selected dimensions, thus: impersonation, dubbing, procurement of writing materials. These indicators are contextually selected as they appear to be the most commonly recurrent in the tertiary sector of education.

1.1.2.3 Examination Management Process

Examination management is the process by which an administrator directs and controls scarce human and material resources in the school system during exams in order to achieve the desired goals and objectives (Ezeocha, 1990). It is also seen as a service, activity or tool through which the fundamental objectives of the examination may be more fully or efficiently realized (Ogbonnaya, 2009). Management of examination at the higher education may be faced with several challenges. Adeyemi (2008) identified the existence of inadequate facilities like video cameras, transparent walls, low staff morale due to low pay and poor training of invigilators, poor infrastructure (large class size, poorly adapted seating positions, too long benches) as some of the problems in the management of examination in Cameroon universities. This could be a contributing factor to the growing examination malpractice in these universities. Uwakwe (2012) revealed five more administrative problems which universities examination management also encounters. These include; parental problems, staff problems, environmental problems inadequate funding and unstable government policies. Comparing the various administrative problems which universities examination management encounter, Nwana in Ezeocha (1990) observed that cheating at public examinations is much more prevalent than it is officially reported and accounts for why officials consider it a threat to the productivity of quality graduates.

The above examination management bottlenecks could be promulgating examination malpractices among students, teachers, invigilators and the management. Rich parents and staff relationship could interfere in examination conditions. This is due to the low payment of teachers especially part time teachers, mature female students are also able to corrupt some staff to the extent of falsification of marks in their favour. This practice is commonly known as sexually transmissible marks. This forms a big blow on the quality of the graduate as most of them use this means to quit the system. This ticklish manner with which graduates use to

leave school indicates that they are not well schooled as they do not master the concepts, thus, will not have anything to offer in the job market.

1.1.2.4 Parental pressure

Anderson (2003) views parental pressure as “behavior perceived by children as indicating expectations of unlikely, even unattainable heights of accomplishment. According to Moncada and Manoca (2020), parental pressure is the state where parents drive their children to do well in many aspects. Sometimes parents force students to exceed in every endeavour especially in academic field. Jones et al. (2003) explain that oppositely, with parental support, “the emphasis is on the perception of the child, not the objective behavior of the parents.” Parental involvement would fall into one of these two categories. When involvement has a negative effect on the child it becomes pressure, stress and nursing other possible solutions to satisfy the parents (Anderson, 2003). According to Lupton (1984), often high achievers belong to higher socioeconomic status (SES) than average or lower achievers because their parents regularly provide better learning atmosphere and appear to exert delicate but efficient pressure on their children. The study of Schaefer and Edgerton (1985) revealed that too much parental pressure may affect students’ results negatively.

According to their study, parents with more progressive parenting styles want to see their children more active, more independent higher achiever’s inability tests. A certain level of parental pressure on students in Cameroon higher institutions is probably making the students afraid and nervous if they fail to satisfy their parent’s expectation from them especially at the end of the semester exams. Their parents might get mad on them if they do not pass their parents requirements such as attaining high grades and having academic achievements. This probably motivate the learner less achieving learner to venture into other ways possible to have better results. Parental pressure, peer pressure and societal pressure are fast becoming possible reasons for which most students indulge into examination malpractices. In Cameroon higher institutions, the desire to obtain high GPA in degree, the desire to validate to quite the university and the desire to show off among peer are probably misleading a majority of the learners in universities today.

1.1.2.5 Class size

Class size may be defined as the number of students per teacher in a given class or the population of a class (Ajayi et al., 2017). As the world population continues to increase in societies and universities, the class sizes are also affected. Class size is often mentioned by experts in the educational literature as having effect on student’s feelings and performance,

quality of school budgets and on administration as well (Owoeye and Yara, 2011). It is considered as one of the important determinants of academic performance over which teachers in schools have little or no control. Mokobia and Okoye (2011) explained that educators universally have identified class size as important and desirable attribute of effective educational system. According to Doyle (2014), in modern day education, the focus is on the needs, interest and comfort of the students. Thus, managing class size allows students to learn effectively without disturbing one another (Garret, 2008). While a number of studies have found support for the importance of class size on student achievement, others strongly disprove this claim concluding that class size has little or no impact on objective student outcomes.

In Cameroon, the number of students per amphitheatre are mostly far more than the number expected. In most cases especially in the junior classes (degree level) classes constructed for 300 students are overloaded by over 700 students during lessons. This is the same situation during examination. In these classes, student's seat on long benches which do not permit the invigilator to conveniently move around the class for effective invigilation. Students use this as an opportunity to pass across answers to their course mates under the long benches with the invigilator's knowledge. Some who are seated in the middle are able to write for two people, exchange the scripts with their friend. This is probably why there is high examination malpractices among universities graduates.

1.1.2.6 Graduates quality

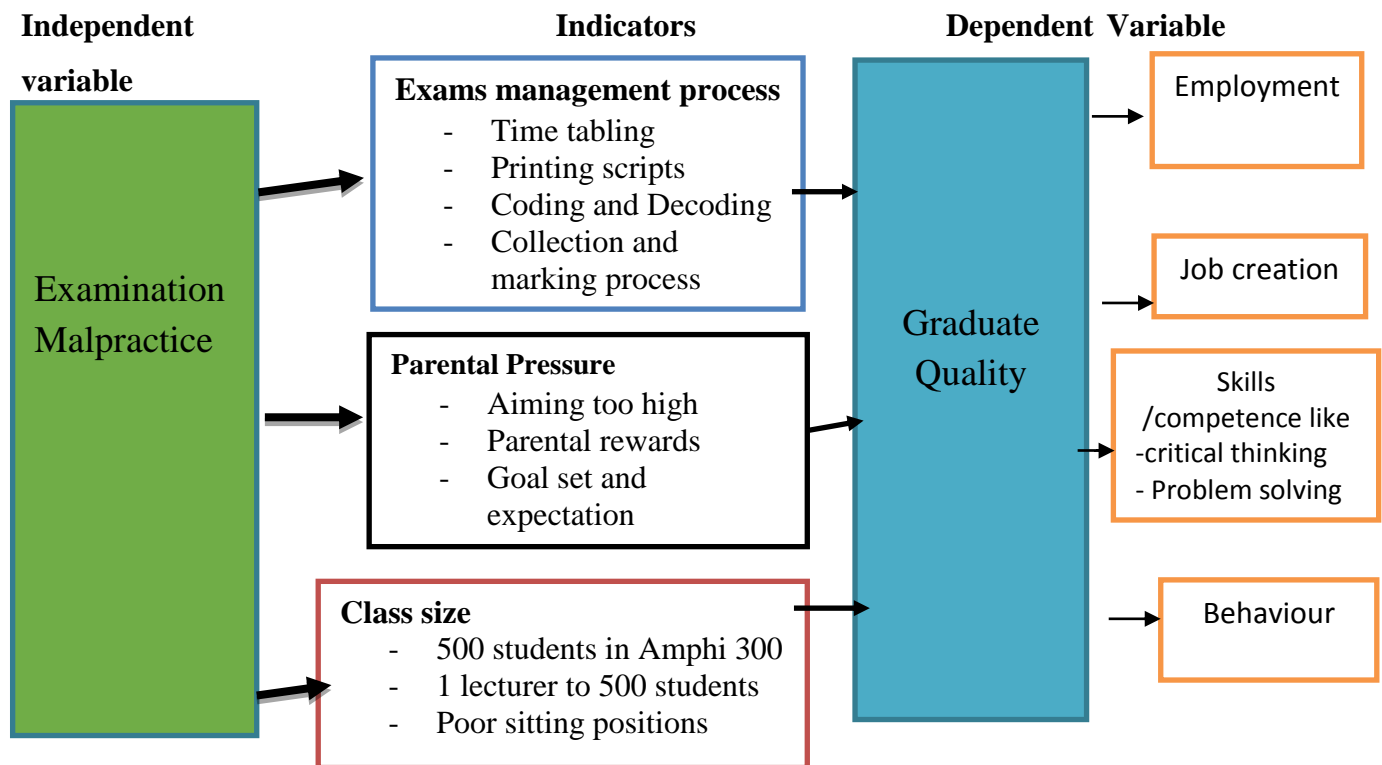
There is growing concern that existing higher education programmes are not producing graduates with the kind of professional skills the society need in order to be successful in their careers (De la Harpe et al., 2000). There is a challenge of the traditional conception of university education and the interest in employability is driven by human capital theories of economic performance (Schultz., 1961; Becker., 1994; Blaug., 1965; Kivinen., Nurmi, 2014: p. 1). What counts is no longer what is known but what can be done with what is known. Knowledge has to be put to work, seen to work and be in work (Symes, McIntyre, 2000). Higher education systems are therefore steered to emphasize on the employability of graduates. Professionalization involves higher education actively preparing the student for employment. Employability is the capability of the higher education graduate to gain and maintain initial employment and to obtain new employment if needed (Hillage, Pollard, 1998). According to Yorke (Yorke., 2001); Knight and Yorke (Yorke ., Knight .,

2000), the educational conception of employability relates to the ability to tackle “graduate” jobs and; the ability of the graduate to get (any) job.

Nowadays the main reasons most people enter higher education institutions is to graduate and get employment, get promotion or get a new employment (Gokuladas, 2011). It is therefore important that higher education institutions equip their graduates with employability skills (Wittekind, Raeder& Grote, 2010). While higher education institutions around the world are graduating increasing numbers of graduates; most of them are increasingly finding it hard to get jobs. This is because the skills they acquired do not match the skills required by the employers (Baker & Henson, 2010). According to the International Labour Organization’s 2013 report, the unemployment rate in Cameroon is 30% and that of underemployment is 75%. The report states that, even by the most conservative standards, there are about 4-6 million, mostly educated, able and ready to work young people who are currently jobless in Cameroon because most them did not acquired the right skills and knowledge as most them indulged in malpractice while in schools.

In the context of this study, graduate quality can be measured following the output indicators as proposed by UNESCO (2014). In this regard, we measure the effects of the program activities including the examination process to see whether the school and examination activities were attained. Here we are able to reveal how the educational system is performing, the examination process is effective in terms of subject knowledge competencies, repetition, progression, completion rate and employers satisfaction. Output indicators are generally obtain via national and international examinations, surveys, assessment, and systematic field observations, (Luyten and Van Ravens, 2011).

Figure1. Conceptual Diagram Showing the Relationship That Exist Between the Dependent and Independent Variables of the Study.



Source: Field work 2021

Figure 1 presents the supposed relationship that should exist between examination malpractices and the education quality. The various concepts that contribute to exam malpractices are connected to graduate quality.

1.1.3 Contextual Background

Examination Malpractice in Cameroon universities is fast gaining grounds and both students, staff, and administrations seem to be implicated. This practice is noticed preliminary on the number of students who seat in an Amphi to write an exam. Most often, Amphi allocated for 300 seating positions are occupied by about 500 students during class test. It is evident that such test is not individual collaborative. Students write for their friends and some copy from others. The nature of the class sometimes encourages such undesired practice among learners. The benches cut across the halls with any access way for invigilators to effectively perform their duties. In most of the halls, these benches are organized in an ascending order in which case those from the back could pip from the scripts of those in front.

Moreover, in Cameroon universities, students hold a slogan “*L’homme ne rien sans son bord*”, implying that one cannot succeed with pre-prepared material in examinations. By this

students have cultured bad habits to fill their buckets and other hidden parts of their bodies with pre-prepared materials. However, several sanctions such as suspension, subtraction of marks and dismissal are meted on victims when caught.

Cameroon universities since the academic year 2008, embraced the Degree-Masters-doctorate (DMD) otherwise known as the License- Masters-Doctoral (LMD) system adapted from the Bologna system originally created in Europe. In a year, two evaluations are conducted in these institutions (Continues Assessment (CA) and Examination). During CA the lecturer can either test students individually or in groups depending on the lecturer's choice. The CC covers 30% of the semester exam. Once a student misses the CA, he/she loses the chances of seating for the semester exams which covers 70%. This arrangement is however the system's policy but it places many students on risk as some are desperate and even tempted to cheat in order to have a pass mark. Many students turn to apply all legal and illegal strategies in order to succeed in this class test, including all sorts of malpractices. This is especially heightened as the works may be done in groups, in which cases some students do not even participate and may sponsor the printing and their names are added. Meanwhile during table test, there may be few or no invigilators to scrutinize the writing process of the overloaded Amphi. During such situations, students manipulate and manifest all sorts of ways to score very high marks in CA exams.

The second exam written is the semester exams. The semester exams is planned, organized, coordinated and scrutinized by specific officials in school. A writing time table is published for students to copy, invigilators are invited (but not trained), students write according to numbers which are written on the seating positions a day before the writing commence. The exam weighs 70% to complete the CA marks. The level of examination malpractices are comparatively curbed as many examination conditions are upheld. The crowded classes are spread as writing rotates according to specialties. This gives the possibility to exploit all the available amphisi. The invigilators are invited yet only the chief invigilators are trained. However, they chief invigilators may spend most of their time in offices while the untrained take charge of the students. A situation that opens the system to one malpractice or the other.

Tertiary education institutions in Cameroon has the responsibility of teaching, nation building, and training of high-level skilled staff (Fonkeng and Ntembe, 2009; Njeuma et al., 1999; Bloom et al., 2006; World Bank, 2002). This study is in a context where university graduates are found wanting in the job market. The employers and available job opportunities

are fast demanding specific skills and individual competences that warrants individual graduate to prove his ability to the employer. This atmosphere has increasingly stressed the university system as the producer of human capital. More graduates do not find jobs due to the competitive nature of the job market. The job market today demands soft skills and specific competences from graduates, consequently, there is little or no place for students who fraud their way out of the training systems.

The job markets increasingly need skill workers, the youths need jobs as well, but they lack conformity in terms of skills. This has increased the unemployment rate in Cameroon to 30% while underemployment rate at 70%, as stated by the international labour Organization (ILO) report (2013). It may interest you to know that the working population in Cameroon is about 12 million and only a little over 200,000 people work in the public service. The remaining population not absorbed by the government is a call for concern. Unemployment and underemployment affect different university graduates in diverse ways such as, sex, age, marital status, ethnic group, field of study amongst others. The University of Yaoundé I comparatively is the most populated in the whole republic. Hence, they graduate thousands into the job market yearly and of course they do not fuse with the available skilled and technological oriented jobs available, thus unemployment.

1.1.4 Theoretical Background

This section deals with theoretical backing of the study. According to this research four theories have been used to support this literature .The theoretical background of this study is the explanation of the phenomenon that is being studied. This explanation is grounded in the theories developed by several researchers and prominent theorist. According to Kerlinger as (cited in Amin, 2005, p.10), a theory is “*a predisposition that presents a systematic view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomena*”. Moreover, a theory could be seen as a set of interrelated concepts which structure a systematic view of a phenomenon for the purpose of explaining and predicting. According to Zaden (2000) and Wujungbuen (2007), a theory is a set of interrelated statements that provide an explanation for a class of events.

Educational theorists today struggle over whether a single model of learning can be appropriate for both sex and for students of all ethnic backgrounds; although equality of educational opportunity in some developed countries like the United States is an accepted principle, it is not always easy to practice. Throughout history theories of education have reflected the dominant psychologies of learning and systems of ethics. Since the 17th century,

ideas have grown that education should be developed towards human development for social living. Comenius, Rousseau, Pestalozzi amongst others, were outstanding figures in this development. In the 20th century, Dewey declared that young people should be taught to use the experimental method in meeting problems of the changing environment. Later in the century the psychologist B. F. Skinner developed a theory of learning, based on animal experimentation that came to have a strong effect on modern theories of education, especially through the method of programmed instructions. More recent educational models based on the theories of Jean Piaget, Jerome Bruner, and Gardner has gained wide support. Carr (2003). Imenda (2014) defines a theoretical background as a theory a researcher chooses to guide him or her in his or her research. Thus, a theoretical background is the application of a theory, or a set of concepts drawn from one and the same theory, to explain an event, or shed some light on a phenomenon or research problem.(Ennis, 1999). Four theories were adopted for this study; Behavioural theory of Operant Conditioning by B.F Skinner, Theory of Planned Behavior (TPB) by Madara, Namango and Katana, Social Learning Theory by Albert Bandura and Psychosocial development theory By Eric Ericson.

1.1.4 .1 The Behavioural theory of Operant Conditioning by B.F Skinner (1974)

Operant conditioning refers to a kind of learning process where by a response is made more probable or more frequent by reinforcement. It helps the learning of operant behaviour, the behaviour that is not necessarily associated with known stimuli. Skinner called this theory operant conditioning because it is based on certain operations which an organism has to carry out. The term ‘operant’ stresses that behaviour operates upon the environment to generate its own consequences. An operant is a set of acts which conditions an organism in doing something. In the process of operant conditioning, operant responses are modified or changed by reinforcements. Reinforcements are special kinds of conditioning within which the tendency for a stimulus to evoke a response on subsequent occasions is increased by reduction of a bond. Based on the findings of his experiment, skinner concluded that behaviour is shaped and maintained by the consequences.

This theory is significant to this study as it focuses on human behavior. Giving that the act of performing malpractice during examination is largely due to human behavior, the urge for more marks than deserve, the urge to be promoted to the next level and the desire to perform better than their peers, just like the urge to eat food as indicated by Skinner makes the learners to get involved in malpractices during examinations. This theory further helps this study to understand the underpinning factors that makes learners to cheat during exams

from their environment which can be from their friends, parents and highly influential people of the community who have their way outs by cheating in schools.

1.1.4.2 Theory of Planned Behavior (TPB) by Madara, Namango and Katana (2016)

The TPB according to Madara et al. (2016) evolved from the theory of Reasoned Action (Fishbein & Ajzen) which posited “intention to act” as the best predictor of behavior. The premise of the TPB is that individuals make rational decisions to engage in specific behaviors based on their beliefs about the behaviors and their expectation of a positive outcome after having engaged in the behaviors. This explains why students engage in examination malpractice, where they hope to benefit by passing examinations and graduating. TPB hypothesize that cheating happens because of the opportunity as well as the intention to cheat for example a student may have a favorable attitude toward cheating and may have friends who also engage in cheating, but the vigilant level of examination monitoring in a specific class may make cheating difficult or impossible (Madara et al. 2016). The TPB therefore explains both the reasons why students cheat in exams and how the strategy of strict supervision of exams can help prevent the same.

1.1.4.3 Social Learning Theory by Albert Bandura (1977)

The social learning theory of Albert Bandura, postulated in 1977 accepted with other behaviourists theories of classical conditioning and operant conditioning that behaviour is learnt from the environment through the process of observational learning (McLeod, 2016).

This theory emphasizes the importance of observing and copying behaviours, attitudes and emotional reactions from others. Bandura (1997) states: “Learning would be exceedingly laborious, to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Nowadays children are surrounded by many spheres of influence (models) such as parents, teachers, the television, social media and peer groups.

The importance of this theory to the current study under investigation is that this theory is highly connects the social environment and examination malpractice. It shows how the school in general as a social environment influences students to indulge in examination malpractice. It shows how students indulge in bribery, impersonation and intimidation, because they learn from their peers, heroes (teachers, principals), and their parents. Students live in the social environment which is their school campuses. Their homes too are also an

environment. This theory also makes us understand that just like bad behaviours are learnt from the social environment, with the actors being parents, teachers, heroes (public figures), these same personalities, through their behaviours can make the students unlearn these bad behaviours which are practice in their environments.

1.1.4.4 Psychosocial development theory By Eric Ericson (1963)

Eric Ericson's psychosocial development theory (1963), proposes that our personality develops through eight stages, from infancy to old age. He argued that social experience was valuable throughout life, with each stage recognizable by the specific conflict we encounter between our psychological needs and the surrounding social environment. Psychosocial theories focus on the nature of self-understanding, social relationships, and the mental processes that support connections between the person and his/her social world. Psychosocial theories address patterned changes in ego development, including self-understanding, identity formation, social relationships, and worldview across the life span.

According to the psychosocial theories, development is a product of the ongoing interactions between individuals and their social environments (Syed & McLean, 2018). Societies, with their structures, laws, roles, rituals, and sanctions, are organized to guide individual growth toward a particular ideal of mature adulthood. However, every society faces problems when it attempts to balance the needs of the individual with the needs of the group. The theory introduced the concept of normative psychosocial crises, predictable tensions that arise as a result of conflicts between socialization and maturation throughout life.

This theory is instrumental to this study as it places the human psyche at the centre stage in the act of cheating during exams. This theory explains the concept of psychosocial factors of humans. The theory holds that every stage of life has its social values to which every individual could find easy to perform. As a learner, the student easily finds it possible to use cheating to pass their stage in education.

1.2 Problem Statement

According to Mandela, (1990), education is the most important weapons that we can use to change the world. The higher education in Cameroon is highly dependent on the quality of its input and process to determine the quality of its output. According to the 1998 law and 1995 forum of education which states that the main aim of education in Cameroon is to train children for their intellectual, physical, civic and moral development and their smooth integration into the society and it is for this purpose that children are sent to school. On the

contrary that isn't the case as graduates don't meet the targeting rendering goals. It is observe that many couldn't transfer the knowledge gotten from school to other aspects of the society like creating jobs or even been efficient in their duty post of work.

The quality of graduates in Cameroon has depreciated as so many certificate are not fully recognized within international borders because some unmerited certificates acquired by students through unorthodox means they cannot defend (Nji, 2016). To cope this cankerworm, the state is increasingly devising strategies on how curb exam malpractices and to improve the quality of university graduates. The recently launched SND30 for 2020-2030, places the quality of education and employability as top apriority. However, graduates seem to becoming more prone to malpractices in examinations and graduating from the systems without acquiring the required competences. The process of examination management, students' psychosocial factors and class sizes are largely giving way for learners to trick their way out of the systems. They graduate with certificates that they cannot backup.

Many graduates who fraud their ways out of schools lack such 21st century skills. Such poor-quality graduates cannot create jobs nor be employed. That is why according to ILO (2018), the unemployment rate among graduates in Cameroon was 4.2 and according UNESCO (2019), and increased to 4.4%.

Graduates who trick their way out of school have severe challenges in creating jobs or getting a job because they do not possess the right career ready skills. This indicates poor quality of graduates and reflects a poor-quality education system that exist in the nation. These has deteriorated the quality and image of the Cameroon education such that according African education ranking (Uni Rank top 200 African universities), no Cameroon universities features. According to US news world report, the University of Yaoundé I, appears 28th among African best universities and 949th in Best Global Universities. These placements indicate poor performances of the universities as measured by quality of graduates in the job market. It is on this premise that the study seeks to explore effects on exam malpractices on the quality of graduates in the University of Yaoundé I.

1.3 Objectives of the study

The work employs both general and specific objectives

1.3.1 General objective

To investigate whether examination malpractices has an impact on graduate's quality in the University of Yaoundé I.

1.3.2 Specific Research objectives

- To verify if there is a relationship between exam management processes on graduate's quality in the University of Yaoundé I.
- To evaluate the effects of parental pressure on graduate's quality in the University of Yaoundé I.
- To examine the impacts of class-size during exams on graduate's quality in the University of Yaoundé I.

1.4 Research Questions

This study makes use of the main and specific research questions

1.4.1 Main research question

To what extent does examination malpractices influence quality of graduates in the University of Yaoundé I?

1.4.2 Specific research questions

- In what ways does exams management processes influence the quality of graduates in the University of Yaoundé I?
- To evaluate the impact of parental pressure to the quality graduates in the University of Yaoundé I?
- How does class sizes during exams influence quality of graduates in the University of Yaoundé I?

1.5 Research Hypotheses

This study utilizes both main and specific hypothesis

1.5.1 General research hypotheses

Ha: there is a relationship between examination malpractices and quality of graduates in the university of Yaoundé I

Ho: there is no relationship between examination malpractices and quality of graduates' quality in the University of Yaoundé I.

1.5.2 Specific Research hypotheses

Ha: there is a relationship between exams management processes and quality of graduate's in the university of Yaoundé I.

Ha: there is a relationship between parental pressure and quality of graduates in the university of Yaoundé I.

Ha: there is a relationship between class sizes in exams and quality graduates in the university of Yaoundé I

Ho: there is no relationship between exams management processes and quality graduates in the University of Yaoundé I.

Ho: there is no relationship between parental pressure and quality graduates in the University of Yaoundé I

Ho: there is no relationship between class size during exams and quality graduates in the University of Yaoundé I.

1.6 Justification of the study

The choice of the present research topic is justified by two main reasons. These include: the personal and the scientific reasons

The rampant occurrence of examination malpractice has become an issue of growing importance and concern in the global educational systems. Most examinations are usually marked by complaints of various forms of malpractice. In most of these examinations, cheating is a recurrent event. According to Isangedighi (2007), in countries where certificates and diplomas are the sole indices of educational growth and examinations the only means of obtaining these certificates students seem to see examinations as wars of survival and cheating as an effective means of winning the war. This study becomes indispensable in unfolding the numerous disadvantages such practices have on the quality of education.

The fall in graduate's quality is attributed largely to constant examination malpractices perpetrated in school through poor examination management, learner's psychosocial factors and class sizes in universities. Poor quality graduates (unemployed) are constituting more harm than good to the entire nation. In Cameroon, poor quality graduates are victims of several social ills. They do meaner jobs in order to survive, some return home and increase dependency ratio on their parents, others turn to scamming, drunkenness, frustration and theft. Some have recently decided to migrate to unknown countries in Europe and America via the Mediterranean Sea and the Saharan desert. While many die off the cost of Mexico. The prevalence of the present socio-political unrest Cameroon is going could also be attributed to the results of actions from so many poor-quality graduates. There is a need to examine the process of exams management, the marking process and planning of exams.

There have been very impactful growing debates in the question of the quality of graduates in Africa and in Cameroon in particular. In the African context in general and in

Cameroon in particular, the much talked about quality of education and its graduates has occasioned many conferences and seminars yet nothing factual is fast coming out of it giving an impression of less than forward march in the efforts. This state of affairs calls for profound investigations and analysis on the examination malpractices as possible cause of such fall in education quality. This study is timely and contextually relevant as it takes on the daily practices that students keep perpetrating in our schools.

Moreover, the World of today is taking a new turn so much so that anybody who will in the nearest future not be able to trust the students personal abilities and the educational systems which is training them way won't be able to make any improvement of changes in the world of work or in the society, thus, this study is a means of educating and making known the drawbacks that examination malpractices bring into our educational system.

Scientifically, the manner in which learners' knowledge is tested has an enormous impact on the entire community in terms of who is able to do what. Most evaluations are done in isolation of the desired skills, in wrong places, without objectivity and reliability. Such adverse examination conditions could lightly plunge students sometimes into some malpractices. This research is therefore worth doing given the fact that, pre-existing researches on examination malpractices are limited.

The present research work also comes to counter the growing need to compliment and complete few studies that have already been carried out in this domain in Cameroon universities. The previous studies demonstrate that positive examination practices positively determine graduate's quality in the job market both in short and long term. However, the challenges and problems associated with student's examinations malpractices have compelled more scholars and educational stakeholders to seek to understand and manage the best processes and occurrences related to the phenomenon; a situation that spawns an extensive literature on the different fields of study around Africa and Cameroon. Obviously, the quality of assessment malpractices are interesting topical issue nowadays when the World is becoming more and more result and quality-oriented; but more research has to be done upon it to explore the inadequacies and demonstrate the risk in terms of dwindling quality personal efforts put in by learners during exams during examinations in schools in Yaoundé, Cameroon.

1.7 Scope/Delimitation of the study

This research work is delimited geographically, thematically and time wise

1.7.1 Geographical delimitation

From a geographical perspective, this research endeavour is delimited to Cameroon, specifically the centre region-Yaoundé and in Mfoundi division. It is also limited to the graduates with masters' degree from the University of Yaoundé I (UYI), who are in the job searching process. This work concentrates on the population of graduates from the UY I “loitering around town” and those who are receiving training in the National Employment Fund Mvolye-Yaoundé (Fouda and Mvolye).

1.7.2 Thematic delimitation

This piece of work which is treated in an educational perspective falls within the context of Sciences of Education, specifically in educational management. Sciences of education here concern the study of different aspects of education; that is, its management, methodological, didactics and pedagogic approaches. It involves diverse disciplines : history of education, sociology of education, anthropology of education, didactics of disciplines, psychology of learning, comparative education, school administration, organization and functioning of educational systems, educational policies, professional and continuous training, training of the teaching personnel, specialized teaching, etc. The first course in Sciences of education was created by Ferry in 1883 in Sorbonne, France and the first seat for the said subject in the above city was occupied by Henri Marionin 1887.

1.8. Significance of the study

Whether applied or fundamental, every research exercise has its benefits. This can be direct or indirect and is usually to either the discipline or the scientific field under which it is conducted (theoretical interest) and the area or population concerned (practical interest). Such is the case in point.

1.8.1 Scientific significance.

The scientific world is like an ocean that collects from the neighboring rivers and for the former to be intact; there must be a continuous supply from the latter. So, the researcher is convinced that this piece of work will immensely contribute towards the extension of the frontiers of scientific knowledge in Education. This is in the sense that new facts and more information concerning examination malpractices and the graduate's quality in Cameroon will now be put at the disposal of upcoming researchers. It will also enrich the literature in this domain, while the results will provide scientific solutions to curb the phenomenon.

1.8.1.1 To the State and the Ministry of Higher Education (MINESUP)

This work will enable all policy makers in Cameroon on the need to rethink the quality of education in higher education. In the context of examination in higher institutions shall be contextually redesigned to prevent the prevailing peril that endangers the faith of university graduates. It will also help higher education stakeholders at the Ministerial level to review the manner in which examinations are administered and controlled to exterminate examination malpractices among students. This is very important as it will enable us ascertain students individual performances in examinations.

1.8.1.2 To lecturers and university managers

This piece of work will serve as a handbook to lecturers and managers and as a mirror through which the evaluation of students of university students can be visualized, to talk like (Laplantine, 1995). It will unfold the hidden practices that impede the evolution of school's systems and the individual students in schools. Most students have been found with certificates that they cannot defend. Such students portray a negative image to the alma mater. Thus, this study will bring out possible solutions that if well implemented, examination malpractices shall be curbed in schools.

1.9 Definition of concepts

1.9.1 Examination malpractice

It is any act of omission or commission that contravenes the Rules and Regulations of the examination body to the extent of undermining the validity and reliability of the tests and ultimately, the integrity of the certificates issued According to Shonekan (1996). In other words, Ahmed (1993) sees it as any act of wrong doing or neglect that contravenes the rules of acceptable practices before, during and after an examination by anybody in any way tantamount to malpractices. And for Salami (1994), it is an improper and dishonest act associated with examination with a view to obtaining unmerited advantage.

1.9.2 Impersonation:

Impersonation entails the hiring of touts to write examinations by appearing in the halls as the genuine candidates, Uzoigwe (2000). states that male candidates sitting in for girls and verse versa in some sensitive papers, twins writing examinations for each other in connivance with the school examination officers/invigilators or supervisors and other examination officials.

1.9.3 Parental pressure

Parental Pressure is the state where parents drive their children to do well in many aspects. Sometimes parents force students to exceed in every endeavour especially in academic field, (Moneva & Moncada, 2020).

1.9.4 Class size

Class size refers to the number of students in a given course or classroom, specifically either the number of students being taught by the individual teacher in the course or classroom or the average number of students being taught the teachers in a school, or education system (Glossary of educational reform, 2015).

Conclusion

This chapter presents the background to the study, the problem, objectives, research questions, hypothesis, scope, justification, significance and defines key concepts. Upon exhaustion of this first chapter, it ushers us into chapter two.

CHAPTER TWO

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

2.1 Introduction

According to Gay, Mills, and Airasian (2006), a review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. For Wellington, Bathmaker, Hunt, Mc Culloth, and Sikes (2005), reviewing the literature involves searching, collecting, prioritizing, reading with a purpose and seeking out key issues and themes, and then presenting and discussing these critically whose aims are: To establish which of the problems identified for solution by means of empirical research have been solved by other researchers so that they can be removed from the research equation, to give readers a clear idea of the nature and context of one's research, to convince the reader of one's knowledge of the field, to build a case for the empirical part of one's study. The literature review has several important purposes that make it well worth the time and effort. According to Creswell (1994), the literature review provides a framework for establishing the importance of one's study; it acts as a benchmark for comparing the results of one's study to other findings, and it presents results of other studies that are closely related to one's study. For this reason, I will review literature related to this study which is about perceived causes and methods of examination malpractice in the Malawian education system and how it effects the quality of learners. This second chapter deals with the review of related books, ideas and views from earlier researchers in the domain. It involves the conceptual framework, the empirical review and the theoretical framework.

2.2 Review of Cameroon Higher Educational System (HES)

The H.E in Cameroon is steered by the ministry of higher education (MINESUP). The Ministry is in charge of designing and developing government policies and programmes for the institution's implementation. It studies and advises the government on ways to adapt the higher education system to socio-political and economic realities; particularly on the appropriateness of higher education in regards to the needs of the national economy (Cameroon's job market). MINESUP is structured in hierarchical order with the minister at the helm.

According to statutory requirement (law No 005 of 16 April 2001, p.13), to access higher education in Cameroon, the student must be a holder of Baccalauréat Technique, Brevet de Technicien, Brevet Professionnel or General Certificate of Education or Advance levels. A Baccalauréat, General Certificate of Education, Advanced Level in 2 subjects and

Ordinary Level in at least 4 subjects and in some cases successful completion of an entrance examination. The academic year runs from September to June and comprises 2 semesters of 14 to 16 weeks each. 45 to 60 lesson hours are provided per semester. H.E. S is divided according to the three-stage BMD structure (Bachelors, Master, and Doctorate) since 2007.

The degree structure in Cameroon HE is three-two-three, referring to Bachelor Masters Doctorate (BMD) or *Licence, Mastère and Doctorat* (LMD) in its French interpretation, base in the Bologna harmonized structure introduced in Cameroon since 2007. According to the Bologna process, the LMD system entails one student one job. The process hoped to foster students' employability and mobility through a common qualification structure and most importantly improve the attractiveness and competitiveness of higher education graduates of member countries, (UNESCO 2018, p.84). It was adopted in Cameroon's higher education system to improve the efficiency of higher education. It practically imposed an articulation between training, societal needs, and a sub-regional, regional, and international openness in a view of developing an emergent economy, Fossimock, (2019).

The LMD was introduced to the system with practically no preparation or groundwork done especially on training of experts, infrastructure, the proper understanding of its processes. This implies the managing system was never modified to receive a new degree system, consequently, there were no mechanisms put in place to assess its success or failure. The concept of one student one job is expected to arrive with a innovation in the curriculum to fit the societal needs, pedagogy for employability, managing system to move from political and power centralization to competency-based leadership, power decentralization and trust. These were never done in Cameroon's educational system before LMD's implementation, all remain theoretical and formalities satisfaction. This is why the same LMD used in Cameroon universities may never create the experience of the impact as among the European countries under the Bologna system.

Cameroon has two major distinctive education sub-systems: A French sub-system modelled after the French system and the English sub-system modelled after the British system. These models were put in place by the colonial masters - Great Britain and France. The education in Cameroon is therefore not bilingual in the true sense of bilingualism as individuals only master their colonial system with little cross interaction with the other system even when both systems are on the same campus. While many higher institutions in Cameroon claim to be bilingual, they merely comprised of an independent none interacting Anglophone and francophone system on one campus with graduates learning little or nothing from the other system. The Anglo-Saxon system (roughly 20%) is practiced on the British

colonial territory consisting of the South West and North West provinces of Cameroon and a few schools in Douala and Yaoundé to cater for the Anglophone population in the city area. The francophone system (80%) is practiced by the remaining eight (8) provinces of Cameroon. These systems were put in place by the Colonial masters and are still being practiced today with little adjustment if any. In addition to these independent Anglophone and francophone systems, efforts have been made to push for true bilingual institutions in Cameroon.

2.3 CONCEPTUAL FRAMEWORK

2.3.1 Examination

Education is an important instrument that is used to objectively evaluate an assess students' learning outcomes and ability to demonstrate knowledge, understanding, and mastery of different concepts and ideas. However, actions and practices that undermine the integrity of the examination process pose a serious threat to the quality and credulity of the students' learning outcomes (Shah, 1998). Examination malpractice is an example of actions that threaten the integrity of examinations, and /or damage the authority of those responsible for conducting them. Examination malpractice is also a threat to the validity and reliability of the educational system. It is harmful not only to the moral development, but also to the intellectual development of the student. In recent years, examination malpractice in Cameroon has not only been on the increase but has also become sophisticated and aggressive. Every year the Cameroon GCE board, Baccalaureate, university institutions have had to deal with cases of unscrupulous school administrators, teachers, parents, and students involved in examination fraud.

Different authors have defined the concept of examination malpractice differently. According to Asante-Kyei and Nduru (2014), examination malpractice is any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secures any unfair advantage for him or herself, or any other person in such a manner that contravenes the rules and regulation to the extent of undermining the validity, reliability, or authenticity of the examination and ultimately the integrity of the certificates issued. Examination is the most common measuring practice around which the entire system of education employ to measure learners academic performance, achievements, and the attainment of set objectives. There is hardly any educational system which does not include one or multiple forms examinations as a measuring tool in the system of education, (Akaranga, 2013). It is the instrument used to decide who is permitted to go to the next

academic level. In fact, it is the results of examinations and teachers' judgments which form the grading system in which all the students are classified annually or more frequently (Siddiqui and Bukhari, 1991 quoted by Iqbal Khan et al. 2011).

Examination indeed, is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching (Malik,1987). This is why many learners would do everything possible to pass an examination even when their abilities are questionable. Examination therefore, is the tool used to facilitate decision making on the performance, educational advancement and job opportunity for an individual (vide Fasasi, 2006, Wilayat 2009). Examination is a very integral part of any educational system. In fact, a cursory look at educational institutions seem to suggest that schools, colleges and universities have been established for the sole purpose of preparing students for examinations This is why, teaching, learning process and the success of any given educational system is evaluated according to the purpose and efficacy of its examination system (Khan 2004).

2.3.2 Examination Malpractice

Examination malpractice is an act or arrangement from which an examinee is programmed to derive illegal and illicit advantage over and above other candidates (students) in respect of some given examination (Onokerhoraye, 1993:3). Maduabum(2001:333) defined it as 'an improper practice carried out before, during or after any examination by an examinee(s) or others with a view to obtaining good results'. Malpractice therefore, is use of unconventional behaviour or methods before, during and after examination to aid, assist and attain desired success in examination.

It should, however be noted that examination cheating behaviour has for a long time been a global predicament. The cheating phenomenon sprout up and enticed the application of security measures of setting tastes before the writers enter the examination hall (Holmes & Lauwery's, 1969). Examination has two main distinct concepts. First, to achieve the purpose for which it is designed and second, to be a reliable consistent means of measurement (Wilayat 2009). When however, irregularity or examination malpractice occurs, then the validity and resulting outcome is questionable. Examination malpractice is however, commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage (Wilayat 2009:2). Fasasi (2006) adds that examination malpractice may be understood as "a misconduct or improper practice, before, during or after any examination by examinees or others with a view to

obtaining good results by fraudulent means". From these two definitions, it can be concluded that examination malpractice is an unethical act because it encourages mediocrity in that students who succeed through such unorthodox methods may be rated equal to those who struggle on their own to excel. It is important therefore, to discuss examination malpractice in order to create awareness among both students and authorities concerned, and, to suggest proper measures for controlling such deviant activities of examinees during examination period.

The rate and constancy of examination malpractices at all levels of education have assumed such frightening proportion that some harsh decisions like cancellation of examination results and expulsion of culprits have been taken to curb this odious behavior. Different countries and respective institutions react differently to cases of examination malpractices. For instance, in Cameroon higher education, culprits are sanctioned, dismissed or suspended from the session. Meanwhile in other countries like in Nigeria, the seemingly bold step taken by the Federal Military Government in 1984 of promulgating a decree which imposed a twenty one (21) years jail term on those involved in examination malpractices and handing over of culprits to the Economic and Financial Crimes Commission (EFCC) does not seem to have achieved the desired result. Hardly any year passes without bodies like West Africa Examination Council (WAEC), National Teachers Institute (NTI) as well as higher institutions being faced with the dilemma of coping with various aspects of examination malpractices like leakages and cheating.

Academic dishonesty (including examination malpractice, certificate forgery, plagiarism, lecture evasion and extortion) is one of the major problems currently plaguing higher education with serious implications for the worth of Nigerian certificates (Olesehinde - Williams, 2000,2005). To emphasize the need for the awareness, we may attempt a conceptual clarification of some common terms used in this paper as follows;

2.3.3 Impersonation or misrepresentation

In Africa, and in other parts of the world higher institutions have recently embraced the programme of continuing education in its learning institutions. Today, almost all functional universities compete for admission and registration of students in their Institutional Based Programme, Outreach or External Degree Programme (EDP). In most cases, especially in African university campuses with limited infrastructures, these students only come to the institutions during the vacations when regular students are away from the university. At the University is minimal and depending on their number in a class, lecturers may not be in a

position to physically identify all of them during an examination schedule. This is due to the very high students-teachers ratio which sometimes reach 70:1. One can easily sit and write an examination or sign present Form (which verifies that a candidate sat for a particular examination under specified invigilators) on behalf of another candidate. According to Akanang (2013), in Kenya, some lecturers mentioned impersonation as a form of possible examination malpractice. Although it is a rare form of examination irregularity in some African public universities, it is probably controlled by the use of examination cards, national identity card and school fees receipt which every student sitting for a paper is expected to display in order to verify their identity and candidature. The most unsuspecting ingenious candidates could even exchange examination cards or replace the genuine candidate's photograph found in their identity card with theirs. Written notes on Examination desks, walls, palms, clothes and electronic devices. Always, sitting arrangement in the examination hall is done during daytime prior to students' arrival for the paper the following day. However, if the examination room is not locked, the unsuspecting students will get into the hall and jot down short hand notes about course content on the desks or on the walls closer to where they plan to sit. Apart from these, they will also write short notes in their palms, handkerchiefs, toilet paper, hems of their clothes, face mars or even on petty coats and refer to them to cheat while in the examination hall. Some ingenious students will hide mobile phones in secret parts of their bodies which they can use to send text messages on the questions to people outside the examination hall, who will then text the answers back.

2.3.4 Giraffing

This form of cheating takes its name from one of the African wild animals with an extremely long neck, legs and a small head. Both secondary and high school students are very familiar with this expression in reference to examination cheating. It is most frequently used in higher education because most halls are design in sliding from top to bottom, thus from top, students can easily read what is being written by the student's bellow. According to Akarnaga (2013), It is a process in which an examinee stretches out his/her neck as far as possible to spy and see what a fellow candidate has written down for a given question. Although it is a very common malpractice among candidates in the lower classes of the education system, it is not a remote method even at the university. This explains why during examinations, lecture halls are rearranged and space between students is made wider than on the normal lecture hours or days.

2.3.5 Submission of multiple Scripts

This form of examination irregularity is very attractive in a crowded classroom or hall with fewer examination officials or invigilators. It has occasionally been used by some students to defeat examination regulations and works well where the candidate has a prior arrangement with the examiner or invigilator and has in his or her possession the examination questions. Such a candidate will have answered all the necessary questions in a separate answer booklet which is smuggled into the examination hall to be handed in with the rest of the collected scripts. The candidate will however, take away the one which was pretentiously written in the examination hall. This is why it is important to guard against students during examinations not to carry in or out answer booklets from the examination hall.

2.3.6 Coded sign Language

The use of coded or sign language is often used by some candidates to cheat in examinations. For example, one may drop a ruler or pen deliberately to draw the attention of a fellow candidate in order to facilitate their communication and accelerate the planned method of cheating. The same coded language can be used in a computer or calculator and the invigilator may not suspect the interpretation.

2.3.7 Bribery

This form of malpractice may be used to enhance teacher- student collusion. It brings in economic perspectives in examination malpractices. Here, a student may pay an examination official some money not necessarily to buy the question paper, but be allowed to use the illegal materials smuggled into the examination halls, if not to extend examination schedule (vide Azuka N.G. Alutu et.al. 2006 and Tola Olujuwon et. al. Undated).

2.3.7 Exchanging answer booklets

The candidates sitting for an examination may arrange in advance to emphasize and revise certain selected topics or particular areas in which they are well versed in. And, in an examination hall, the candidates will sit strategically and exchange their answer booklets. Such a malpractice occurs if the candidates are not well spaced and the invigilator is not keen. It is these use of several forms of examination irregularities that makes it difficult for strict invigilators to successfully identify and prevent the ingenuity of students in examination malpractices. Examination malpractice is indeed a challenge to educational system in the world today. The agents of this educational vice include parents or guardians who may buy examination papers, bribe examiners and or invigilators. Head teachers or principals may get money from the candidates so as to turn a blind eye to illegal practices in the examination

hall and finally the lazy students who rarely study and do not take their work seriously, the examiners who set and mark the papers, those who print the question papers and supervisors or invigilators (Olujuwon et. al. Undated). All these are responsible for the various forms of examination irregularity. This is why we pointed out that the vice is a complex phenomenon whose eradication involves several participants and or predators. Having pointed out the meaning, impact or consequences, forms and agents of examination malpractices; we may now elaborate on its causes in order to discuss the conclusion and make recommendations against the irregularity.

2.3.8 Plagiarism

Plagiarism is another academic misconduct among students of higher earnings. the University of Technology Sydney (2002), remarks that students are more likely to plagiarise when others in the class appear to be cheating or the institution does not make the detection and penalties for plagiarism a high priority Zobel and Hamilton (2002), note that when students are faced with difficulties, there is usual preference to rely on friends rather than using university resources as study skill supports. Students cheat or plagiarise particularly on assignments with the intention of obtaining better marks and grades. The phenomenon has increased in recent times because of the increase in popularity of marks given to assignment as a considerable aspect of continuous assessment in university courses. Thus, the desire to score high marks and the pressure from parents with the objective of having easy access to employment opportunities, have led many students to perpetrate the acts (Godfrey, Waugh, Evans and Graig, 1993). Maslen (1993) has raised the awareness of academic integrity in tertiary education. He notes that while Vice Chancellors in Australia have hustled with the problems, solutions to academic misconducts have proven difficult to ascertain and harder to implement. The increase in the incidence of cheating and community concern has however, led a number of testing organizations to develop a probabilistic approach to the study techniques that can be used to detect cheating (Harpp and Hogan, 1993). Harris (2001) suggests that students should be educated on dangers of plagiarism and should be helped to realize that lecturers can detect papers that have been copied from various sources using a variety of techniques. Examination can provide information about an individual, student or group of students, a school (in terms of whether it is performing according to expectation), or about educational system (in terms of whether or not the set objectives are being met), (Oyetunde, 2004 and Alhassan, 2006). The examination lies in the centre of any educational enterprise as it serves three main purposes:

- i) Measuring competence or achievement in a given field of endeavour.
- ii) Helping predict future success and also assisting in selection purposes.
- iii) As an activity, providing incentives to learning, (Aboki, 2000).

Examination and education are inseparable, for the efficiency and quality of an educational system is usually determined through the performance of its products in an examination or a set of examinations. The examination therefore, influences what is taught and learned in schools, especially when the results of the examinations are used to make important decisions on achievement, selection and placement purposes.

2.4 The Causes of Examination Malpractices

The reasons that are given for students' involvement in examination malpractice are varied. Different people have divided the causes of examination malpractice into different categories. Eckstein (2003) noted that examination malpractice is a result of many factors, subjective and objective. Subjective causes of examination malpractice are attitudinal and individual that include, for example, simple ignorance of the rules and conventions that embody what is right and what is unacceptable, dubious, or even criminal. Objective causes include the pressures directed at individuals by society, family, and other external force, as well as society's demand for skilled and educated workers, and professionals.

Achio et al. (2012) attributed the causes to three factors: psychological, environmental, and intelligence factors. Psychological factors included stress and anxiety to meet the demands of various subjects and fear of failure or scoring low grades that can force some candidates to be susceptible to the temptation to cheat. Environmental factors included inadequate coverage of syllabus coupled with candidates sitting close to each other at examinations as factors that could entice candidates to commit examination malpractice. Examples for intelligence factors include candidates' different academic strengths or intelligence quotient (IQ) levels which can make weaker students compare themselves with naturally-gifted ones. Not wanting to work extra hard to match the brilliant ones, the academically-weak ones may get themselves involved with examination malpractice. Asante-Kyei and Nduro (2014) identified cultural implications, school programs, teaching or learning environment, teacher factors, and student factors as categories of causes for examination malpractice. They noted that cheating is a serious breakdown in the cultural structure as a result of the confusion between cultural norms and goals and the capacities of members to act in accordance with it. For specificity, the following are among the reasons or factors that are responsible for examination malpractice:

2.4.1 Parental pressure

It is often observed that parents put a lot of pressure on kids to get good positions in tests or high grades in exams. According to Ahmad and Safaria, (2013), it's okay to encourage a child to try to be the best, but pushing a child to the point of breaking is another thing altogether. Parents have too much anticipation from their children in academic performance. Thus, parents' pressure towards their children is not so impending if they support them emotionally. Parents who assist their children in terms of school activities, their children will excel in school. Significantly, they have the chance in inspiring their children in terms of academic achievement and the quality of their output upon graduation. Parental pressure is highly the reason why students experience academic stress. Parents pressurized their children in order to attain desirable grades without thinking the abilities of their children.

Moreover, students have the fear of discouraging their parents in getting lower grades. Some parents compared their children to the other people with high achievements. Too much pressure coming from the parents to gain high achievement would result to anxiety. It is suggested that the parents should know that the pressure they are injected to their children would lead to high anxiety, social isolation and development of other survival methods where in examination malpractice is targeted in most cases Koseoglu (2015). In the same manner, parents' pressure their children in academic activities creates stressful life of the students. When the students feel high level of stress because of grades, they will hardly learn and instead turn to mistrust themselves and rather trust classmates and urge to copy from them. Consequently, parents are obliged to do some preparations for their children in aiming academic success. They are also the ones who instil good values to their children in preparation for school.

When the parents provided all the needs of their children, they will gain the full attention of their child when it comes to giving advices. According to Librojo and Alampay, (2010), on one hand, student's personal drive and learning process can be identified through their level of self-efficacy. During past two decades, self-efficacy is an effective predictor of student's motivation and learning. Having a perceived self-efficacy will help humans to achieve success and it will help them personally in various ways. Since the students have a high level of self-efficacy, they are more confident and have a majority of positive attitude toward their future career. Student's self-efficacy plays an important role as predictors of academic achievement. In any case, people who have high level of self-efficacy often feel

that they have enough motivation that allow them to choose a tasks where they put effort unto it. They are able to perform well, take part of activities and putting more effort in the challenging task to achieve the goal. Students having a high level of self-efficacy have the belief that they are free and they control their own behaviors. However, students with lower self-efficacy believed that intelligence do not have a role in improvement. Students may boost their self-efficacy by listening to the experiences of the former student who have been successful. Students who failed to do a task successfully, they believe that it is the product to a lack of effort (Ndukwu and Ndukwu, 2017). The individuals in the immediate community of the students should strengthen the academic success of the students. In connection, to those parents who actively join a program with their child has to do with the students' academic success in a manner that parents have the chance to reflect the previous performance of their child in the present. Parents have an important role in encouraging their child to do so in every activity they are into. Parent's desire towards their children has a significant input on student's belief that they can do a task on their own, (Schmuck, J. (2011).

2.4.2 Peer pressure

Achio et al. (2012) noted that while some candidates intentionally indulge in the malpractice, others find themselves involved in it due to peer pressure, and through ignorance, carelessness or forgetfulness in applying regulations. Carrell, Malmstrom, and West (2008) and Henningsen, Valde, and Denbow (2013) observed that when academic misconduct was seen as acceptable, students were more likely to engage in cheating behaviors. They argued that the appropriateness of cheating behavior was guided by the perception that others were cheating. They noted that one way by which students would develop a norm of cheating was to observe classmates performing cheating behaviors. Eckstein (2003) noted that students usually cheat because of concern about their performance as they are prompted by anxiety about their capacity to produce acceptable work, by demands and pressures made on them by parents and teachers. According to Munachonga (2014) in a study of Zambia, pressure from peers in society and in schools, and also from parents contributed to examination malpractice.

2.4.3 Effects of too much pressure on the learner

2.4.3.1 Anxiety

Cambridge Advanced Learner Dictionary 4th Edition (2011) defines anxiety as an uncomfortable feeling or worry about something that is happening or might happen in the future. According to Mayer (2008) anxiety is a condition of intense agitation, apprehension,

tension, fear and worry, occurring from a real or intuited threat of imminent danger, which causes instantaneous mind-body reaction and its effects are felt behaviorally, psychologically and physiologically, often at the same time.

Anxiety is understood by its symptoms that may range from mild to severe (Mayer, 2008). Intense rush of adrenaline and other stress hormones, shallow breathing and hyperventilation, pounding heartbeat, shaky limbs and trembling, heart palpitations and sweating, dry mouth, body and muscle tension, diarrhea and or vomiting and nausea, hives and rashes, fatigue, skin eruptions, and sleeping and eating disorders are its different physical symptoms (Mayer, 2008). The emotional and mental symptoms of anxiety may include loss of concentration, a sense of hopelessness, anger, shame and helplessness (Hancock, 2001).

2.4.3.2 Stress:

Stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor (Lazarus and Folkman, 1984). Feng (1992) and Volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. Lan (2003) mentioned that some physiological symptoms such as headache is a symptom of a mental overload.

2.4.4 Emphasis on certificates.

The other reason given for the malpractice is the great premium or emphasis on certificates or paper qualifications to be able to fit into any system (Onyechere, 2006). Ihejirika (2005) noted that the position assumed by paper qualification is superfluous, and that learners or examinees are deceived to think that indulging in cheating practices is the best choice to achieve results, coupled with incessant demand by companies and labor institutions. According to Munachonga (2014), factors leading to examination malpractice in Kenya included competition for limited opportunities in training institutions and labor engagements where employers demand good academic results. She noted that the emphasis placed on the benefits expected to be accrued from passing an examination, such as advancement in education and training, job opportunities, perceived financial gains, as well as elevation in social status, was another factor which influenced examination malpractice.

2.4.5 Students' desire to pass examinations at all costs.

This is another factor that contributes to examination malpractice. Achio et al. (2012) noted that various rules and regulations, and corresponding sanctions for various forms of malpractice are normally enlisted by examination bodies, but hardened and daring candidates

try to find innovative ways to outwit authorities. They noted that a most important factor responsible for examination malpractice was the desire by candidates to pass at all costs. The root cause lay in their lack of confidence and fear of failure or getting low marks, as well as being ill-prepared for the examinations.

2.4.6 Personality disposition.

Some students are more prone to cheating than others because they are either lazy or of dubious character. Personality traits included lack of positive self- concept, lack of effective study habits, inadequate preparation, and reluctance to work hard (Petters & Okon, 2014). They argued that students needed positive self-concept, positive attitude toward studies, and effective study habits to achieve academic success. Inability to apply good study skills created opportunities for anxiety, which in turn reduced the extent of students' effectiveness in the process of acquiring knowledge, as such students tended to cheat in examinations. Students are more likely to cheat when they doubt their intelligence, lack academic confidence, or expect failure (LaBeff, Clark, Haines, & Diekhoff, 1990; Schab, 1991). In a related study Adeyemi (2010) figured out that general indiscipline among learners could be a key factor involved in cheating. This factor was suggested by 97.3% of his respondents in the survey. Others with an equally high response was inadequate preparation (90%), and the desire to pass notwithstanding the cost involved (82.4%). Pratt (1980), and Munachonga (2014) discovered that inadequate preparation on the part of the students serves as a fertile ground for cheating.

2.4.7 Corruption and moral decadence.

The study which Suleman et al. (2015) conducted, revealed that there were a number of factors that contributed to malpractice in examinations in Pakistan. They noted that corruption was one of the main factors that contributed to examination malpractice. They noted that the students knew that if they offered a bribe to supervisory staff, they would be permitted to cheat in the examination hall. According to Munachonga (2014) in a study of Zambia, corruption among the teachers and other education authorities contributed to the malpractice. Okoh (2014) found out that the most common cause of examination malpractice in Nigeria was moral decadence in the society. This implied that the observable corruption in the society where people could do anything to get what they wanted had also crept into the school system where students were ready to do anything to get good results. She argued that moral decadence which had its roots in corruption had eaten deep into almost every area of life in Nigeria. Such corruption gave rise to wrong notions and orientation in terms of

preparing for and writing examinations. Aullo (2004) found that economic factors such as poor salaries and corruption in management of government affairs encouraged instructors and examination administrators to accept bribes for entrance and certification examinations to supplement their low salaries.

2.4.8 Learning environment.

Research indicates that an unconducive learning environment also contributes to examination malpractice. Awanabor (2005) argued that school programs were the building blocks of education employed by both the instructor and the learner to bring about the desired or needed input in the life of the learner. He argued that a good school program must be relevant for the present or the future life of the individual and as well be dynamic to meet the demands of the global market. But where these qualities are not present, the deficiencies create temptation for students to indulge in unethical practices during exams in order to get undeserved grades and promotion. Crown and Spiller (1998); Genereux and McLeod (1995), and Roig and Ballew (1994) also previously established that the environment or atmosphere created by the instructor or tutor within the classroom or examination setting could have a significant relationship with cheating. Ruwa (1997) attributed the prevalence of cheating to poor instructional delivery, inadequate facilities, poor conditions of service, and admission of unqualified candidates. Munachonga (2014) noted the use of spoon-feeding techniques in teaching whereby teaching is focused on examinations preparation, and rewarding teachers. Competition between schools, and over-enrollment in the schools which leads to overcrowding in classrooms was attributed to examination malpractice in Zambia.

Okoh (2014) also identified inadequate learning facilities, poverty level of staff, lack of control of admission quotas, and poor teaching methods as factors that contributed to cheating in Nigeria. Gbenedio (1993) noted that lack of motivation of teachers, which may be due to many reasons, and lack of control over the admission quota which often leads to overcrowded classrooms, are among the main causes leading to examination malpractice. These factors give rise to other sub-factors such as lack of proper invigilation and teachers who are not properly prepared and as such do not teach well. Consequently their students may not be well prepared for examinations. In the case of Malawi, Khanje (1999) observed that there are basically two reasons why people get involved in examination malpractice. One reason is to help a weak candidate pass. The other reason is to get a reward. The desire to make candidates pass examinations and receive monetary or other benefits, compel

candidates, teachers, and other individuals to ignore examination regulations and participate in cheating.

Generally, in Africa, examination malpractice is an unethical act. Accordingly, the proneness to such immoral action must be linked to parental upbringing. In Africa, children's behaviour is expected and believed to reflect the moral well up-bringing by their parents. Again, because of social status and economic ability, most parents may be easily persuaded to bribe their way through for the sole success of their own children and self-gratification. Some of these parents may be either officials or friends of examiners. They are accordingly, familiar with the paths leading to various methods of examination irregularity. Second, today unlike the African traditional set up where families had full authority in bringing up their children, the role has currently been taken over by teachers. Most young people in fact, spend more time with teachers than they do with their biological parents. Teachers are therefore expected to morally influence their students.

They should thus engage them in dynamic, active and interactive learning based on strong academic and moral foundation. This is important if they have to produce young adults who are not only competitive but are efficient and relevant to their own society. Ethically, teachers must play their role and fulfil such teaching responsibilities. Some of our respondents pointed out that at the University level; some lecturers hardly complete covering the course outline given out to students at the beginning of each semester. Worse still, though this may be hard to satisfactorily verify some interviewees in our discussions pointed out that those lecturers who rarely complete their syllabuses tend to be very generous in marking examination scripts by giving higher grades perhaps to prevent possible complaints from the affected students. According to Akanaga (2013), in Kenya, the tradition of publicly releasing the examination results by the Ministry of Education at the end of each examination season; tends to cause tension among school Principals, Teachers and Parents whose candidates fail to excel.

Even at the Universities, Faculties, Schools and Colleges whose students do not pass well to be selected for further degree programmes may not feel comfortable at every graduation ceremony. It is such tensions, be it at primary, secondary or university level that are said to be remote causes of examination malpractices. Third, the main actors of examination irregularity – revolves around the students! Although today it is commonly believed that, learning has been revolutionized, made easier and available because of digital and technological know-how, very few students seem to take seriously their academic work. This is because, a good deal of time may be spent before a television set or on internet

surfing, face book conversation and or computer games. Yet still, they would want to aspire for success without corresponding hard work to merit the desired goals. Accordingly, an easy alternative is to design methods of succeeding through examination malpractices. Fourth, as pointed out already, the Kenyan system of education tends to overemphasize the significance of certificates. Unfortunately, when these are obtained illegally through cheating in examinations they have no academic value. There is, in fact, a world of difference between qualification based on paper and that of actual knowledge and skill in the said area (Vide Nwankwo, 2011). Yet, not many students would be ethical enough to be dissuaded from irregularly acquiring certificates. Finally, availability of various forms of information communication technologies such as computers, calculators and mobile telephones, do not help the fight against examination malpractices; but rather exacerbate it in the absence of strict invigilation.

Many factors have also been reported to be the causes of examination malpractices in our schools. Fear and anxiety are pressures which ‘push’ students to want to do well and this usually lead to all forms of examination malpractice (Ipaye, 1982 & Alhassan, 1991). Some other causes of examination malpractices as enunciated by scholars like Ipaye, (1982), Alhassan (1991), Adeyinka (1993), Adekale (1993) & Olasehinde (1993) are attributed to the following group of factors:

1. **Teacher-Related Factors:** Lack of commitment on the teachers, Anxiety caused by non-completion of the syllabus, Leakages through teachers, Unstimulating course materials
2. **Learner-Related Factors:** Inadequate preparation, The fear of failure, Desired to meet societal, expectations, Lack of confidence in one’s ability
3. **Group-Related Factors:** Parents/guardians, Examination officials, Law enforcement agents.
4. **Society-Related Factors:** Undue emphasis on certificate, Poor staffing of schools, Laxity prosecuting offenders and inadequate funding. It imperative to emphasize that in most of the studies conducted on examination malpractices in schools, researchers agree that the greatest causes of malpractices were the fear of failure and too much emphasis which the Government and Society attached to paper qualification.

2.5 Effects of Examination Malpractice

It gives a false impression of the amount of knowledge, understanding or skills possessed by students. This is dangerous because examinations are a means of assuring the public that

candidates certified by institutions and examination bodies as having done well in their examinations are of the quality and competent reflected in their certificates.

1. It defeats the basis of objective comparison between and among candidates. The examination is an instrument of objective comparison between the competing candidates with respect to their mastery of what have been jointly taught to them. That is, examinations are often used for ranking and selection purposes. In this regard, examination malpractice makes the selection of the best for a particular position or level difficult. This makes a mockery of excellence and standard and sends the signal that honesty does not pay.
2. It breeds mediocrity and enthrones laziness and stupidity, thereby discouraging hard work, which is the foundation of growth and progress.
3. It fosters self-deception as those who engage in it cannot correctly and objectively assess their competence.
4. It is a violation of the law of Almighty Allah and a reproach to individual's families and a nation.
5. It places education and evaluation on a very precarious foundation and creates a picture of a nation growing on falsehood.
6. It retards the development of a nation. That is, it can create a nation of consumers and not producers.
7. It breeds criminals "fraudsters" and killers. You imagine the havoc that fake medical doctors can cause to people and nation.
8. It frustrates the use of examination for educational reforms, as it will be difficult for the administrators of education to know the extent to which the objectives of education are being served.
9. It erodes public confidence in examinations and the entire educational system.
10. It causes confusion and disorientation for the society and employers of labour

(Alhassan, 1991), (Akinyelu, 2003) & (Oyetunde, 2004)

2.6 Graduate Quality

Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and

knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace. Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. (This paper examines research related to these dimensions). It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable.

Academic achievement in general and achievement in literacy and numeracy in particular represent key educational outcomes. Teaching students to read, write and calculate is often considered the primary purpose of formal education, but students' regular attendance and attention in school does not guarantee this outcome. Investigations into literacy levels in recent years have shown that children in developing countries had lower levels of literacy than children in high-income countries who had received similar amounts of schooling (Willms, 2000). A large scale study in Bangladesh demonstrated, for example, that although basic skills and levels of formal education are related, the majority of those who had completed primary school failed to attain the minimum standard of competency in the four subject areas tested (Greaney, Khandker & Alam, 1999). This and other studies underscore the critical relationship between outcomes and the quality of environments, contents and processes.

Using formative assessment to improve achievement outcomes. Assessment of academic achievement outcomes has most often been used in a summative rather than formative way. Testing information tends to be used primarily as a screening device to decide who can continue to the next grade or level rather than as a tool to help improve educational quality for individuals and systems. A project in Ghana has demonstrated that ongoing assessment of student performance can provide teachers with the information they need to improve student learning. The philosophical basis of the project was that "it is critically important to identify what skills each student possesses and to use instruction to progressively build on this foundation" (Harris, 1996). An assessment tool that centred on a curriculum-based rating scale was developed and administered to students in the pilot schools. This tool allowed teachers to determine students' level of mastery of previous and current years' curricula, which helped them determine the extent to which alternative instructional strategies and remedial content were necessary for both individuals and groups.

This approach resulted in significantly improved outcomes. The proportion of children who fully mastered reading at grade level, for example, rose from 4 per cent to 21 per cent over just 18 months following the project's inception (Harris, 1996).

Parents tend to see academic achievement as closely related to the opportunity for social promotion and employment. These anticipated outcomes tend to be highly valued by families: future employment possibilities that result from education seem to be a primary factor in the demand for primary education (Bergmann, 1996). When parents in China, Guinea, India and Mexico were interviewed, they rarely cited school-related factors as reasons for drop-out or non-enrolment, but other evidence suggested that a lack of faith in school as an instrument for social promotion may have led to decisions to keep children out of school (Carron & Chau, 1996). Parents tend to attach more importance to educational outcomes as a measure of school quality than students, teachers or principals (Gaziel, 1996). Just as parents seek favorable outcomes, such as academic achievement and eventual employment, they seek to avoid outcomes they view as negative. Parents who view education unfavorably cite the following potential outcomes: children do not respect their parents, school leavers consider themselves superior to their fellow villagers, school leavers become delinquents, girls object to the traditional rules governing marriage, and school girls do not master the required domestic duties (Bergmann, 1996).

Academic achievement is often used as an indicator of school quality because it is easily measurable using standardized tests, while other outcomes may be more complex and less tangible. These include education for citizenship (participating in and contributing to the community, learner confidence and self-esteem) and skills for behavioural development and change. Such outcomes are possible to evaluate, however. One approach distinguishes four levels of citizenship education outcomes: first, students' knowledge of areas such as human rights, the rights of the child and governmental institutions; second, students' ability to analyse social situations related to citizenship values; third, the degree to which students are able to work cooperatively and demonstrate curiosity and autonomy (an outcome related to teachers' use of participative pedagogy); and fourth, the degree to which students demonstrate responsibility to each other and to the community (an outcome related to student and teacher participation in school management and decision making) (DeKetele, 2000).

Looking at the notion of graduate quality most higher education programmes are not producing graduates with the kind of professional skills the society need in order to be successful in their careers (De la Harpe, B., Radloff, A., Wyber, J.,2000).There is a challenge of the traditional conception of university education and the interest in employability is

driven by human capital theories of economic performance (Schultz T., 1961; Becker G., 1994; Blaug M., 1965; Kivinen O., Nurmi, 2014: p. 1). What counts is no longer what is known but what can be done with what is known. Knowledge has to be put to work, seen to work and be in work (Symes, McIntyre, 2000). Higher education systems are therefore steered to emphasize on the employability of graduates. Professionalization involves higher education actively preparing the student for employment. Employability is the capability of the higher education graduate to gain and maintain initial employment and to obtain new employment if needed (Hillage, Pollard, 1998). According to Yorke (Yorke M., 2001); Knight and Yorke (Yorke M., Knight P., 2000), the educational conception of employability relates to the ability to tackle “graduate” jobs and; the ability of the graduate to get (any) job.

Reasons most people enter higher education institutions is to graduate and get employment, get promotion or get a new employment (Gokuladas, 2011). It is therefore important that higher education institutions equip their graduates with employability skills (Wittekind, Raeder& Grote, 2010). While higher education institutions around the world are graduating increasing numbers of graduates; most of them are increasingly finding it hard to get jobs. This is because the skills they acquired do not match the skills required by the employers (Baker & Henson, 2010). According to the International Labour Organization’s 2013 report, the unemployment rate in Cameroon is 30% and that of underemployment is 75%. The report states that, even by the most conservative standards, there are about 4-6 million, mostly educated, able and ready to work young people who are currently jobless in Cameroon because most them did not acquired the right skills and knowledge as most them indulged in malpractice while in school.

In this 21st knowledge economy, there is a growing expectation for universities to produce human capital with the right kind of capabilities and skills to meet the rapidly changing needs of the labour markets. (Foray & Lundvall,1996). Universities are also expected to facilitate the shift to the new knowledge-based economies and high technologies through effective connections between research and the labour markets. (UNESCO, 2009). In response to this higher education was highlighted in the Growth and Employment Strategy Paper, (GESP), (2009), in terms of policy as a driver of economic growth and development. According to the ministry of higher education quarterly review, SUP INFOS, (2010c), one of the roles higher education (HE) is to increase the socio-economic, socio-professional and market friendliness of the curriculum. This role was reconceptualised in their New University Governance Policy (NUGP), with the objective of acquiring: a modern, professionalized

higher education which is resolutely open to the rest of the society and meeting the requirements of knowledge production, of knowhow, of the use of knowledge and the production of human capital, quantitatively and qualitatively which is necessary to drive Cameroon to become an emergent nation(Operational Strategy of the NUGP up to 2010:2).Also, the global HE arena and labour markets are preoccupied with concepts of graduate employability indecent years. Harvey (2004:3), defines employability in it score sense “as the acquisition of attributes (knowledge, skills, and abilities) that make graduates more likely to be successful in their chosen occupations (whether paid employment or not).” It is the aspect of the acquisition of knowledge, skills and abilities that was considered in this paper. These knowledge and skills are supposed to be acquired in the universities or institutes of higher learning. It therefore stands to reason that in order for graduates to be gainfully employed after university, they must possess the necessary skills and attributes required in the workplace.

2.7 EMPIRICAL REVIEW

2.7.1 Examination Malpractices and Graduate’s Quality

A related study was conducted by William and Judith N. (2015). This article is an extract of one of the objectives from the study “The effect of examination malpractices (leakages) on pupils’ academic performance in Geography in selected secondary schools in Kitwe District, Zambia.” The purpose of the study was to find out the effect that examination malpractices (leakages) have on pupils’ academic performance in Geography considering the persistence of examination leakages in the national examinations not only in Zambia but across the globe. Data for the study was collected from ten (10) secondary schools in Kitwe District including the District Education Board Secretary’s Office (BEDS) and the Provincial Resource Centre. The total sample size was fifty (50). The study used both the quantitative and qualitative approaches and data was collected using questionnaire, interview and focus group discussion schedules. Furthermore, the data that was collected was entered on the Microsoft excel sheet and later analyzed using STATA and interpreted into tables and graphs whilst the qualitative data was analyzed using content thematic following the emerging themes and sub-themes. The findings of the study revealed that examination malpractices (leakages) had a negative influence on pupils’ academic performance because they made pupils lose self-confidence, the desire to learn, to study hard and acquire knowledge and skill. It was discovered most pupils who have interests in examination leakages devote less time to academic exercise even during the time of examinations; they waste much of the time looking

for leakages. Furthermore, the major effects of examination malpractices on pupils' academic performance reported by respondents included poor academic performance, less concentration during lessons, indiscipline and lack of respect for the teachers, panic during examinations to mention but a few. Thus, the study made the following recommendations: - The government should integrate examination malpractices in the school curriculum as one of the cross cutting issues to be taught in order to enhance awareness, - Examination Council of Zambia (ECZ) should increase awareness through outdoor advertising in addition to the current posters. - Examination Council of Zambia should extend examination malpractice penalties to all those found wanting including those photocopying, parents and all suspecting persons.

Another related study was conducted in Ghana by Agyei in 2020. This research seeks to bridge this knowledge gap by identifying and discussing the causes and effects of examination malpractices among Junior High School graduates in New Edubiase. Study methods include the use of questionnaire (open and close ended questions). A total of ninety (90) respondents comprising of sixty (60) students and thirty (30) teachers who took part in this study were randomly and purposively selected. The results indicate that collusion, examination leakages, smuggling of answers scripts and late submission of parcels, sending foreign materials into the examination hall, impersonation, dubbing, writing on items (sheets of papers, handkerchief, erasers, and covers of calculator), writing answers on question papers and exchanging them with others to copy, communicating orally or through gestures during examination and using fake names index numbers, buying examination questions for students and offering money to examination authorities to assist their children and mass cheating are the nature of examination malpractices among Junior High School students in New Edubiase.

The study revealed that examination malpractices brings total loss of trust in the educational system, reduced enrolment of students in school, frequent cancellation of results, discourages good students/candidates from studying hard, deprives innocent students' opportunity for admission, decrease job efficiency, bring dissatisfaction on the part of the candidates, renders the goals of education invalid, examination cheats obtain certificates which they cannot defend, examination malpractice has reduced the quality and standard of education in the country, examination malpractice adversely affects national productivity as the certificates workers possess are not backed with commensurate knowledge, skills and values, examination malpractice makes employers of labour lose confidence in the

educational system and the credentials that are paraded by job seekers and lastly examination malpractice leads to high educational wastage as those who cheat to pass examinations at a lower level, achieve very poorly at a higher level.

Akaranga (2013) conducted a study which focused on examination malpractices in educational institutions with particular reference to two public universities in Kenya. To facilitate this discussion we posed the following questions: What is an examination malpractice? What is its cause? Does examination malpractice contribute to educational goals or development? Are students aware of the repercussions of examination irregularity? And finally, what are institutions of higher learning doing to curb this reprehensible behaviour? To answer these questions, we administered questionnaires and conducted interviews on staff and students from the two Public Universities. The research revealed that some of the prevalent forms of examination irregularities include: candidates colluding with invigilators and examiners; impersonation, writing synoptic notes. Since these are ethical questions, we based our investigation on Thomas Hobbes' theory of State of Nature and noted that these forms of examination malpractice are also common phenomena in primary, secondary and tertiary institutions in other parts of the world. There is therefore need for institutions and governments to enforce remedies against the menace in learning institutions.

Another related study was conducted by Petters and Okon (2014). The study examined the perception of university students on the causes and effects of examination malpractices in Nigerian Educational System, two research questions were raised and analysed for possible answers using a survey research design method. Four hundred university students were randomly selected from the research area. A questionnaire consisting of twenty-five (25) items was constructed, and duly validated by the researchers for the study. The results obtained from the study indicated that a test-retest reliability index ranging from 0.77 to 0.85 were feasible. It was also indicative that societal preference for paper qualification, lack of positive self-concept, lack of effective study skills, inadequate preparation and laziness are some of the causes of examination malpractice among university students. The identified effects included discouragement of candidates from studying hard, denial of admission to deserving students, underachievement in labour market and overall reduction in quality of education. Based on this, it was concluded that personal and societal factors could cause examination malpractice and the society is likely to suffer from low productivity because of this malaise, examination malpractice,

Another related study was conducted in Secondary School student's perceptions of examination malpractices and examination ethics were assessed. The participants were drawn from secondary schools in Bauchi metropolis of Nigeria. The study revealed that majority of the students believed that the indulgence in examination malpractice was a common occurrence, which will be difficult to eradicate. Parents, teachers and school principals were found to encourage cheating in examinations. The study also revealed that majority of the students had a very wrong notion of examination ethics, believing that examination entails among other things sitting next to someone in order to copy from his/her paper in the examination hall. In all, counseling intervention strategies such as counselors partnering with the school authorities and students to set up examination ethics club that will teach the virtues of hard work, Counselors partnering with Parents Teachers Association and other relevant bodies on significant strategies that would help to inculcate in students the virtue of responsibilities. These among others were the recommendations made to eradicate the menace of examination malpractice in our schools and society at large.

The purpose of this study was to investigate and establish the types, causes and implications of Examination malpractices in institutions of higher learning in Kenya. The study was carried out in five public universities in Kenya using the descriptive survey research design. The study used university students, administrators in charge of Examinations at the university and chairpersons of academic departments as respondents. The study sampled fifty students, four administrators in the Examination offices and five chairpersons of five departments from each of the five Universities. Therefore the total number of respondents used in the study was 250 students, 20 administrators in charge of Examinations and 25 chairpersons of departments totaling to 295 respondents. Data was collected by use of Interview schedule and Questionnaires. University Students and examination administrators filled open-ended Questionnaires while chairpersons of academic departments were interviewed. Data was analyzed qualitatively and presented thematically. The findings indicate that the main types of Exam malpractices include: exam leakage, collusion, unauthorized writings, copying, impersonation among others. The findings show that some of the causes of exam malpractices include: poor preparation for exams, lack of integrity, financial gain, sexual favor, for promotion. The study findings further show that the implications of exam malpractices are: undeserving students awarded degrees, graduates who cannot perform quality of service in the country compromised. The study concluded that actions need to be taken to save our institutions of higher learning from this vice. This study

recommends the following to curb the problem: tough penalties for the culprits, moderation of exams, installation of cameras, improve on invigilation among others.

Emaikwu, Sunday Oche (2012) carried out a study titled Assessing the impact of examination malpractices on the measurement of ability in Nigeria. The purpose of the research work was to assess the impact of examination malpractices on the measurement of ability in Nigeria. The design of this study is survey research. A sample of 300 students and 100 lecturers randomly selected from four universities in North Central Nigeria was used for the study. The instrument for data collection was a structured questionnaire developed by the researcher. Four research questions were answered and one hypothesis was tested. The result indicates that lecturers and students indulge in examination malpractice in Nigeria. It is affirmed that examination malpractice is caused by undue emphasis on paper qualification, fear of failure and inadequate preparation among other factors.

The result also shows that the major types of examination malpractice being perpetuated in universities are possession of 'foreign materials' during examination, collusion by students to cheat in examination and continuous assessment malpractice. It reveals further that examination malpractice leads to lack of confidence in Nigerian educational products, results in half-baked graduates, discourages hard work and lowers the standard of education. The article maintains that the calamity of examination malpractice is not just the havoc it wrecks in our educational system but the gradual indoctrination of youths into the practice of fraud. It is recommended that examination malpractice legislation should be enforced and that guidance and counseling services be adequately provided in universities to minimize the incidence of examination malpractice.

Adegokoh B, (2016) carried out a survey. This research was carried out to investigate examination malpractice among secondary school students in Mushin Local Government area in Lagos State. The project highlights the causes of examination malpractice among secondary school students, the effect of examination malpractice and solution to examination malpractice in secondary schools. In this research work, a sample of twenty (20) teachers and one hundred (100) students were collected by means of simple random sampling techniques from five secondary schools in Mushin Local Government. The research instrument used for the study was the teacher's and student's perception questionnaire which was validated by the supervisor and used for the collection of data from the respondents. The data collected from respondents were analyzed with distribution tables and simple percentage. At the end of the analysis the study revealed the major reasons for examination malpractice which include

parental pressure for good grades, value attached to certificate and so on. The study further recommended that parent should not put pressure on their children for good grades. Also emphasis should not be lay on certificates.

Okey, Stella- maris and Moses. (2011) published a work on examination malpractices. They held that this phenomenon has become a recurrent decimal in schools, both secondary and higher institutions. Misconducts in examinations tend to have a direct connection with corrupt practices involving students in these institutions as it provides opportunities for them to get an education by fraudulent means. That questions the validity and credibility of the grades they earn in academics and reflects in their overall performances in the labour market. To Okey et al (2011), examination malpractice is a widespread case of corruption in higher institutions of learning. They continue by defining bribery as any act of dishonesty in public service. Examination malpractice is inextricably connected to corruption as it involves any fraudulent act that gives a student an advantage to get unmerited grades before, during and after examination. Fasasi (2006) also shared his views in support of this definition. Quite a number of guardians and parents believe that obtaining good grades in examinations can ultimately lead to career success for students. Some of them consequently mount huge pressure on, and if possible, meddle with the educational process to ensure their relations can pass given tests. Employees in the country, on the other hand, prioritize certification over acquisition of employable skills from job seekers. These cause students to more desperately engage in inappropriate activities so as to be able to pass tests at all cost than to be educated. Such practices raise questions about the grades students earn at school and reflect on the overall performance of those affected at their workplaces.

Participating in such acts makes the students to develop knowledge and skills illicitly, motivated by the quest to also prove his or her ability to acquire knowledge, paper qualification and to excel in academics at all cost (Bitrus, 2013). This sharp practice in schools has become rampant to the extent it is appearing to supplant the right procedures often emphasized in the conduct of examination. Bribery has so permeated the educational system that a considerable number of students now see malpractices as the right means to achieve in academics. Students go as far as bribing not only their mates to assist them in the examination halls, but also teachers, whom so of them are not even ashamed to collect few coins and bank notes, and no monetary items from these students. With these, they help destroy the future of the student. As such, breaches of or disregard for the rules and regulations of examinations, can be committed with impunity.

In another study of 4,500 high school students from 25 US high schools, Schulte (2002) reported that 72% of the students admitted to seriously cheating in examinations. In another study involving 20,829 middle and high school students, Josephson reported that 70% of the students claimed that they cheated on examinations. McCabe's (2005) studies of high school students in the USA revealed high levels of such misconduct. He found out that 75-80% of students admitted to copying from others or taking forbidden materials into tests or exams (Eckstein, 2003). An Australian newspaper commented that the challenge to the integrity of Australian universities caused by Internet assistance to students cheating in examinations reduced confidence in the education provided by those institutions (Cheating.com.au, 2001). China too suffers the problem. In a characteristic example of cheating assisted by modern devices, education officials and teachers in China provided examination candidates with answers to questions on the national university examinations by means of a pager ("Six jailed over examination cheating,2001).

Gbenda (2008) reported that in India it was common to see teachers, invigilators and security agencies looking helplessly in the classrooms during examination hours as dozens of brothers, sisters, fathers, and cousins stood outside government schools hurling rock-propelled answer sheets to students.

2.7.2 Examination Management Process and Graduate's Quality

A related study was conducted by Mafa, Gudhlanga, in 2012 on examination management and quality assurance of graduates. The paper discusses the examinations management at ZOU with a special focus on the setting, administering, marking right up to the publication of results. It will also discuss the challenges that ZOU is facing in conducting examinations. It will finally emerge with some valuable practical suggestions on how ZOU can improve on its examination management and thereby achieve quality assurance in all its programmes. The investigation adopted the qualitative methodology and a case study design to generate data to address the questions which guided the study. The purposively sampled sample was drawn from ZOU's National Centre, Bulawayo and Matabeleland North Regions. The sample consisted of manager-examinations, manager-quality control, chairpersons of departments from different faculties, programme leaders, programme coordinators, regional quality coordinators, regional administrators, and students who were in their second year of study. Face-to-face interviews were used to generate data from manager-examinations, manager-quality control, regional quality coordinators and regional administrators. Data from chairpersons of departments from different faculties, programme leaders, programme

coordinators, second year students were generated through focus group discussions. Major findings were the management of examinations at ZOU enhances quality assurance, cited activities which contributed to quality assurance included setting of examination items for the item banks, tight security in transporting of examination items to and from the regions, residential marking, active invigilation. Participants were aware of activities that compromised quality assurance such as uncommitted invigilators, incomplete examination, lack of clarity on instructions, lack of security and non-confidentiality of examination items, timetable alterations. Some of the challenges that were mentioned by participants were unrealistic deadlines set by academic registry regarding marking, delays in dispatching of Personal Identification Numbers to newly admitted students, welfare of invigilators during invigilation, and the need for communication between invigilators and other relevant authorities if the need arise when the examination is in progress.

A related study was conducted by Bhattacharya and Bani Bhattacharya (2014). The purpose of this study is to identify psychological factors that affect Grade Point Averages (GPA) among the students pursuing higher education (HE) especially engineering students in a premier institution of the country and to raise a set of research gap leading to selected research questions. The analysis included a through literature review of the selected research work from the year 2000-2001 to 2014-2015. From the literature review it was found that psychological factors such as stress, anxiety, suicidal tendencies, and substance abuse significantly affect GPA. In short, the psychological factors have negative impact on GPA.

Purpose - The paper attempts to reports a comprehensive review of Psychological factors affecting Grade Point average (GPA) among students in higher education especially engineering students in leading institutions of the world and raises a set of research gap leading to selected research questions. Methodology- Articles which have been published in selected peer- reviewed international journals from the year 1999-2000 to 2014-2015 have been considered. The articles were shortlisted based on various author's perspective viewpoint. The articles contributing significantly in the domain of psychological factors affecting GPA were finally selected and identified. Findings- It has been found through the literature review that cognitive and non-cognitive factors affect Grade Point Averages of the young adults in school and later in the job market.

Another related study was conducted by Kolo, Jafaar and Amad (2017). This paper examined the influence of psychosocial factors on student's academic performance. Self-administered questionnaire was applied as the method of data collection and a sample of 339 students' from five faculties/schools in Potiskum College were chosen based on stratified and

simple random sampling techniques to complete the survey. After analyzing the data collected, Person's correlation coefficient reflected that, there was a positive and significant correlation between the all four variables: students' attitudes towards lecturers, academic self-efficacy, students'-lecturers' interaction and academic performance. Moreover, multiple regression analysis by using stepwise method was conducted to estimate the prediction power of the independent variables on the dependent variable. The finding indicated that only attitude and interaction could significantly predict students' academic performance by $R^2 = 65.6\%$. Meaning academic self-efficacy failed to predict academic performance in present study. To conclude in this study, attitude and interaction are important factors in influencing students' academic performance positively in Potiskum College of education, Nigeria

Another related study was conducted by Dianabasi, et al (2017). This study was designed to predict graduates' quality in mathematics at the thinking level from students' psychological factors (Self-concept, test anxiety, interest in schooling, attitude towards mathematics, motivation and locus of control) and performance at the lower cognitive levels (knowledge and understanding). The survey made use of simple random sampling in selecting three hundred (300) some graduates from the university of Calabar and Cross River State, Nigeria. The participants responded to two valid instruments: Students' psychological variables rating scale; and Mathematics achievement test. The students' psychological variables rating scale comprised of 40 questions which measured six variables. While the mathematics tests consisted of 60 questions which measured students' performance at three cognitive levels. Data analysis involved the use of multiple regression analysis. Results showed that students' psychological factors and students' achievement at knowledge and understanding levels are significant joint predictors of senior secondary students' performance in mathematics at the thinking level, and that such prediction could be done using the equation: Students' performance in mathematics(thinking) = $1.859 + 0.01(\text{interest}) + 0.021(\text{attitude}) - 0.041(\text{Motivation}) - 0.044(\text{Self-concept}) + 0.072(\text{Test anxiety}) - 0.041(\text{Locus of control}) + 0.186(\text{ Knowledge}) + 0.296(\text{ Understanding})$. It was observed that students' performance at the understanding level is the strongest predictor of their performance at the thinking level followed by performance at the knowledge level and subsequently at the application. It is concluded that certain factors are responsible for students' performance in mathematics. It is therefore recommended that teachers should provide enabling environment for sustaining lower cognitive abilities, which are capable of improving mathematics teaching and learning in our universities.

2.7.4 Class Size and Graduate's Quality

A closely related study was conducted by Ngoboka and Brian (2002). This study investigates the possible effects of class size on student academic performance in a Principles of Microeconomics course taught at UW-River Falls during Spring Semester 2001. The study was motivated by the recent need to increase the section size (from about 50 to almost 100 students) for introductory economics courses in the College of Business and Economics. However, some faculty members have expressed concern that large class sizes will have a negative effect on students' learning. Previous studies on the effects of class size on student achievement show mixed effects on student learning. This study utilizes data from a student survey conducted at the beginning of the semester, along with University records, instructors' grades, and attendance records to estimate a multiple regression model. The estimated model includes a measure of student academic performance (total exam points) as the dependent variable, with selected independent variables that are important predictors of student learning, plus a measure of class size. Statistical analyses were carried out to test the hypothesis that student academic performance is higher in the normal ('small') class size, controlling for the other predictors of student learning. This allowed us to determine whether or not large class sizes have a negative effect on our students' learning. The results of this study will be used to make future policy decisions with regard to offering larger sections of introductory economics courses. Further investigations will be conducted for other introductory courses offered by the College of Business and Economics. more than two categories of the dependent variable, the oft-used binary logit and probit models are also inappropriate. Instead, we use Ordered Logistic Regression, which is appropriate when the dependent variable has more than two possible values, and is a categorical variable ranked ordinal along some underlying dimension. In this analysis, the dependent variable is made up of five categories, grades of F, D, C, B, and A, ranked ordinally along the dimension of achievement.

Another related study was conducted by Keiland Peter (2010). This research on the effects of class size has been conducted, primarily, at the elementary and secondary levels. We analyze the effects of class size at Binghamton University in two important areas: student performance and student retention. The results of the study suggest that greater attention needs to be paid to the trade-off between faculty productivity and student success. Two samples of data are used in this study. The first is used to test our hypothesis on student achievement and it contains data summarized at the student-course level. In other words, the data sample contains one data record for each course in which a student is enrolled. The second data set, used to test our hypothesis on retention, is slightly different. Because a

student's retention status does not vary from one course to another, it is not appropriate to use the student course level data. Instead, we use one record per student with variables measuring the student's classroom experience in the aggregate, the results show that as the likelihood of an A grade decreases, the likelihood of each of the other grades increases. If we compare the low to high ends of the class size axis, we see that up to a class size of around 20, the most likely grade is an A, followed by B, C, D, and F, respectively. For classes between 20 and 260 students, the most likely grade is a B, followed by A, C, D, and F, respectively. For classes with more than 260 students, the most likely grade is still a B, however, the second most likely grade is now a C, followed by A, D, and F, respectively. Figure 1 reinforces the results shown in Table 2 and depicts graphically the relationship between class size and student performance.

Another related study was conducted by Kaysen (2015). According to this study, numerous indicators of crucial role exist for improvements of the students' performance during the learning process in classrooms, to include the level of teaching and learning, teachers' performance, students' motivation and teaching methods. However, the class size has its impact over the successful performance of students, which is the main topic of this scientific research. Regarding the impact of class size, or more precisely, the number of students in the classroom, in student performance, has developed an empirical research which results are reflected in this paper. The survey was conducted in several schools of higher education in some Kosovo municipalities. by the outcomes introduced it is intended to prove a dilemma that has existed for a long time for classes with smaller number of students which tend to be more successful compared to the classes with higher number of students. Furthermore, the review of the literature, is an important part of the paper, where intertwine various theories regarding this issue, bringing different experiences of OECD countries regarding the impact of class size on student performance. Finally, the performance of the students was tested in different class sizes at the end of the school year to see if there is a difference in their outcome. Key Words: class size, teaching, student performance, schools in Kosovo.

Another related study was conducted by Thng, Yi Xe. (2017). According to this study, class size has a long history of research. To date, there is high quality evidence from causal studies suggesting that smaller class size yields short and long-term benefits for students. The understanding on how smaller class size achieve their benefits, i.e., the mechanisms, though, is less clear. Using data from the Head Start Family and Child Experiences Survey (FACES) 2009 cohort, I used propensity score techniques to investigate

the effects of class size on behavioral outcomes for children who enrolled in Head Start for the first time in 2009, in full-day classrooms with predominantly 4 and 5 year olds. I also studied the role of teacher-student interactions in the classroom as a potential mediator of the above relationship. I found that smaller class sizes (17-18 children per class) had a very small but non-statistically significant effect (+0.10 S.D.) on student behavioral outcomes over comparison class sizes (19-20 children per class). I also found a statistically significant effect of smaller class sizes on the quality of teacher student interactions in the classroom (+0.33 S.D.). This effect was driven mainly by a sub-component of the teacher-student interaction scale, namely, classroom organization (+0.42 S.D.). The findings did not rule out the hypothesis that the quality of teacher-student interactions in the classroom may be a potential mechanism by which smaller class size achieve their effects on students.

2.7.5 Parental pressure on graduates' quality

A related study was conducted by Srivastava (2017). According to this study titled impact of parental pressure on academic achievement takes on greater significance in a teeming society, where education is a passage to affluence and the desire to edge out others and get ahead is keen. The pressurisation from parents is more significant than from any other source, because parents are the key figures in a child's life, and they are his immediate providers and protectors. They provide the child the sort of buffer he needs once in a while, for instance, the child needs his parent's support when he is under stress due to the burdening curriculum. Parent's criticism and condemnation affect him profoundly. It can make the child feel frustrated and less competent, and he may develop an aversion to studies. Many psychiatrists and educationalists agree that the rising psychosomatic, learning, and behaviour problems of children can be attributed to a number of factors, the most important one being the over-ambitious parents. Children suffer from depression and severe anxiety especially when the examination time approaches.

Another related study was conducted by Warina and Aziz (2011), the study aims at exploring the effect of peer and parent pressure on the academic achievement of university students. The male and female university students of Masters class were the population of the study. 156 students were selected by using cluster sampling technique from three departments of university (Business Administration, Computer Science and Economics) as a sample for the study. An opinionative was used to elicit the opinions of the students regarding peer and parent pressure. The findings of the study were the parent pressure effect positively and peer pressure effects negatively the academic achievement of students and

especially female university students. No effect of peer and parent pressure was found on the achievement male students. The parent's pressure has positive effect on the academic achievement of Business Administration students.

Many other research studies showed the importance of parents' involvement or parent pressure and its effect on academic achievement of adolescents. One of them is of Desforges and Abouchar, (2003). They defined parent's involvement by many forms, like parenting style, stable and secure environment, intellectual stimulation, parent child discussion, contact with school, participation in school events and activities. The findings consistently showed that parent involvement has strong positive influence on the child level of attainment: the more the parental involvement the higher the attainment. They concluded that at home parenting has a significant positive effect on children's achievement and adjustment. It was further stressed that parental involvement has greater positive effect on achievement of students as compared to the quality of school.

Opdenakker and Damme (2005) conducted a research study "enhancing effort and achievement: the importance of parent involvement and home school partnerships". The findings indicated that the parents' attitude (parent pressure) and activities like coaching and support to the formal education of their child has a unique and positive effect on effort and achievement of children; although it is weakly related to the socio-economic status of parents.

Moula (2010) tried to investigate "the relationship between academic achievement motivation and home environment among standard eight pupils". He define the home environment by five factors i.e. parental encouragement, parents' occupation, parents' education, Family size, Learning facilities at home. The findings showed that four factors (parents' occupation, parents' education, family size and learning facilities) significantly effects the achievement motivation and parental encouragement was the only factor which showed low correlation with academic motivation. Keeping in view the above discussion this study aimed at investigating the effect of peer and parent pressure on academic achievement of university students. Peer and parent pressure was identified as independent variables and academic achievement as dependent variable.

2.8 Theoretical Framework

Connelly (2014) stated that various terms are used to refer to the theoretical basis of a study. Such terms include theory, theoretical framework, conceptual framework, and models. Liehr and Smith (1999) defined a framework for research as a structure that provides guidance for the researcher as study questions are fine -tuned, methods for measuring

variables are selected and analyses are planned. They explained that once data are collected and analyzed, the framework is used as a mirror to check whether the findings agree with the framework or whether there are some discrepancies; where discrepancies exist, a question is asked as to whether the framework can be used to explain them. Imenda (2014) defines a theoretical framework as a theory a researcher chooses to guide him or her in his or her research. Thus, a theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to explain an event, or shed some light on a phenomenon or research problem. According to Ennis (1999), a theoretical framework creates logical links between the study and the major concepts, and the definitions that describe the phenomena under study. For this reason, it is important that ethical theories be reviewed.

2.8.1 The Behavioural theory of Operant Conditioning by B.F Skinner

Operant conditioning refers to a kind of learning process whereby a response is made more probable or more frequent by reinforcement. It helps the learning of operant behaviour, the behaviour that is not necessarily associated with known stimuli. Skinner called this theory operant conditioning because it is based on certain operations which an organism has to carry out. The term 'operant' stresses that behaviour operates upon the environment to generate its own consequences. An operant is a set of acts which conditions an organism in doing something. In the process of operant conditioning, operant responses are modified or changed by reinforcements.

Reinforcements are special kinds of conditioning within which the tendency for a stimulus to evoke a response on subsequent occasions is increased by reduction of a bond. Based on the findings of his experiment, skinner concluded that behaviour is shaped and maintained by the consequences. It is operated by the organism and maintained by its results. Skinner believed that behaviours could be learnt from the environment. It could also be unlearned through reinforces, which could be negative or positive. Through negative reinforces, the organism can be punished for doing something wrong, so that such an act is not repeated again. Positively, it could be rewarded to repeat an act if it was good. Learning here is facilitated by the kind of intimate personal relationships, which a habitual examination cheat shares with another cheat or potential cheat. Learning also entails learning the skills, motives, rationalisation and all other mechanisms of carrying out the malpractice behaviour. Such skills and techniques include innovating different rationalizing behaviour with such

aphorism mind-set as ‘everyone in Cameroon is a cheat’, ‘I need good grade to get a job’, ‘no success without element of crime’

The theory is relevant to this body of knowledge as it brings out the tenets of behaviour, how students learnt, and how they can unlearn. It is also linked in that, students learn cheating malpractices from others (their environment), which could be peers, parents, supposed role models in their communities, and even teachers. This automatically mean that some of these examination malpractices portrayed by students today, they learned from some parents, teachers, peers and others in the community. This theory also links to this work by making us understand that these cheating behaviours can be unlearn through punishment. If students who cheat during exams are severely punished, commensurate to the degree of the crime committed, it is possible that they can unlearn the cheating behaviour as well as others will realised and not carry out such acts because they are aware of what awaits them.

2.8.2 The Theory of Planned Behavior (TPB) by Madara, Namango and Katana (2016)

The Theory of Planned Behavior (TPB) is seen as an improvement to the TRA, often mentioned and discussed with it. This makes sense, since the TPB reinforces and adds to the assumptions in the TRA. The TPB maintains what TRA postulated about human behavior being governed by one’s attitudes and behavioral intentions characterized by the presence of social norms and the exercise of volitional control. However, it incorporates several modifications that allows for greater accuracy and reliability in understanding one’s attitudes and predicting his deliberate, planned, and resulting actual behavior.

Rational thinking finally enters the picture in this theory were, when employed, results in rational considerations that, in turn, influence and govern the choices, decisions, and behaviors of an individual. The Theory of Planned Behavior upholds the key assumptions contained in the Theory of Reasoned Action, with certain modifications of its own. Deriving from the suppositions in TRA, the intentions of the individual largely reflects his personal attitudes, or their perception on the extent of favorability of an act. This will also be influenced by his perceived and cognitive beliefs about the act. Again, just like in TRA, the subjective norms that the individual is exposed or privy to will also have an impact on his intentions. This is in recognition of man being, by nature, a social creature, so that he will no doubt care about what others think or belief. More often than not, if society demonstrates general favorability toward an act, it is highly likely that the individual will think the same, his intentions largely shaped by the extent of approval (and disapproval) by family, friends, co-workers, or pretty much any person he trusts. The intentions and the resulting behaviors of

the individual are affected by their perceived behavioral control, or what they think and believe to be their ability to actually perform or engage in the said behaviors. Succeeding literature on TPB led to the identification of the two clear facets of this perceived behavioral control:

Internal control in TPB is basically how the individual perceives his own control to be like. It focuses on how the individual sees himself as being in control when it comes to performing the specific behavior in question, and this mostly has a lot to do with the sufficiency of his knowledge, skills and abilities, and the amount of discipline he wields while performing the behavior. External control: Other external factors also have a way of shaping how an individual behaves. For example, the acceptance or approval of family, friends, and peers is likely to influence a person into developing a positive attitude toward a behavior, bolstering his intention to see the specific action to the end. Time is also another factor that is external, but will no doubt impact one's level of behavioral control.

The TPB is more cognizant of how it is highly probably for one's intention to be completely different with behavior is deliberately planned and carried out. This is mostly traced to the divergence of the level of perceived behavioral control with that of the actual control exercised or employed. We will understand this further as we take a look at the TPB Model or TPB Diagram. An individual's behavioral beliefs serve as the link between his Behavior to the Outcome that the behavior is expected to produce or bring about. It is a person's behavioral beliefs that will have a direct influence on his attitude toward a behavior. If the expected outcome is something favorable, then there is no doubt that he will also have a positive attitude toward the behavior, increasing the likelihood of actual performance. Essentially, the behavioral beliefs of the person will focus on the issue on whether a behavior is favorable or unfavorable.

If decisions on actions and behaviors were made solely by the individual, predicting his responses is definitely going to be easy as pie. However, since there are other – internal and external – factors at play, that is not the case. Normative beliefs involve the key people or characters around the individual, specifically their behavioral expectations as he perceives them to be. On top of that, it is also shaped in part by the level of importance that he places on these people's expectations. Together, these determine the subjective norm that will play an important part in his decisions on whether to behave in a certain way or not. For example, a person is trying to decide whether he should quit smoking or not. He knows that smoking is something that his spouse, children and the co-workers he is in close proximity with at the office every day, find distasteful or unfavorable. The opinion of his family is very important

to him, so he feels that he needs to acquiesce with their preference for him not to smoke. However, it is a different story at the workplace. He could not care less what his co-workers think about his smoking habit, and the absence of a company rule or policy on smoking at work does nothing to motivate him to comply with what his co-workers want or expect. As a result, his response is likely to be selective when it comes to smoking. When he's at home or in the company of his family, he will not smoke. When at work, or with his co-workers, that's the only time he will feel comfortable about smoking.

In the context of this study, the Theory of Planned Behavior has found an extensive scope, being used in various fields and industries, and in varied applications. Not surprisingly, it has become widely used in the field of behavioral and psychological research and evaluation studies. The author used the TPB in various researches, such as the one he co-wrote on the applicability of TPB to Leisure Choice, published in the Journal of Leisure Research (1992) and, earlier, in 1991, on the applicability of TPB in predicting leisure participation, published in Leisure Sciences. Whether it's a social issue or a health issue, TPB has found acceptable applicability. Political entities rely on its concepts to predict voting behavior of electorates. Health care facilities, pharmacological companies, and even governments employ the key concepts of TPB in studying and predicting human behavior on matters such as disease prevention, birth control, and family planning, to name a few. Businesses and organizations also accepted the application of TPB, recognizing its input when it comes to organizational processes and decision-making processes. In fact, even marketers found a great use for TPB, incorporating it in predicting market consumption, as well as the behavior of customers and competitors.

What makes the TPB more acceptable than, say, the TRA, is how it is cognizant of factors or elements that are out of the person's control or full volition. The predictability of intentions and behavior is definitely higher than TRA, or other prior theories on predicting and understanding human behavior. Granted, the TPB is not without its limitations, and the main argument against it is how it puts no value or importance on emotion, which is seen by many as one of the key elements that determine or drive one's behavior. No doubt, the continuous study on human behavior, particularly on planned and reasoned actions and decisions, will result in better and more encompassing theories in the future. For now, the TPB does a great job at it, which explains its wide usage in various fields and industries.

2.8.3 Social Learning Theory by Albert Bandura (1977)

Social learning theory of Albert Bandura, postulated in 1977 agrees with the behaviourists theories of classical conditioning and operant conditioning that behaviour is learnt from the environment through the process of observational learning (McLeod, 2016). This theory emphasizes the importance of observing and modelling the behaviours, attitudes and emotional reactions of others. Bandura (1997) states: “Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Nowadays children are surrounded by many spheres of influence (models) such as parents, teachers, the television, social media and peer groups. These models groups exhibit various types of behavioural patterns that might be imitated by with children with little regards as to whether the behaviours is ‘gender appropriate ‘or not. Bandura suggests that a child who has seen his\her parents being kind and caring will tend to do conversely the same. Conversely, a child who has seen aggressive behaviours of parents is likely to be violent in solving problems such that where they go, they learn what they see. Whatever they hear, they take, especially from their heroes and elders. In the community in general, when students enter offices and they are demanded to offer bribes for services, they in turn learn and use it in their examination halls. They learn to bribe their classmates to write their exams for them. They also bribe teachers to leak examination questions to them. In situations where their prey refuses their offers of bribe, they switch to intimidate them.

The importance of this theory to the current study under investigation is that this theory is highly connects the social environment and examination malpractice. It shows how the school in general as a social environment influences students to indulge in examination malpractice. It shows how students indulge in bribery, impersonation and intimidation, because they learn from their peers, heroes (teachers, principals), and their parents. Students live in the social environment which is their school campuses. Their homes too are also an environment.

This theory also makes us understand that just like bad behaviours are learnt from the social environment, with the actors being parents, teachers, heroes (public figures), these same personalities, through their behaviours can make the students unlearn these bad behaviours.

2.8.4 Psychosocial theories By Eric Ericson (1963)

Eric Ericson's psychosocial development theory (1963), proposes that our personality develops through eight stages, from infancy to old age. He argued that social experience was valuable throughout life, with each stage recognizable by the specific conflict we encounter between our psychological needs and the surrounding social environment. Psychosocial theories focus on the nature of self-understanding, social relationships, and the mental processes that support connections between the person and his/her social world. Psychosocial theories address patterned changes in ego development, including self-understanding, identity formation, social relationships, and worldview across the life span. Erikson's theory of psychosocial development has eight distinct stages.

The practice of examination malpractices surfaces at two principal stages of the development cycle. The adolescence (competencies. Inferiority) children are at the stage where they will be learning to make things on their own, creativity is at the core. Teachers begin to take an important role in the child's life as they teach the child specific skills. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self-esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society, and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. According to Brown, and Lowis, (2003), if this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential. If the child cannot develop the specific skill they feel society is demanding (e.g. being athletic) then they may develop a sense of inferiority. Some failure may be necessary so that the child can develop some modesty. Yet again, a balance between competence and modesty is necessary. Success in this stage will lead to the virtue of competence. At the adolescence stage (between the ages of 16 and 20, the students desire to be identified in the educational milieu. In most situations, they go extra miles to stand out in performances. They sometimes engage in ticklish practices to perform higher in their exams. This connects the theory to this study as the practice boils down to exam malpractices.

Identity vs. Role Confusion During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in. This is a major stage in development where the child has to

learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he or she is. According to Bee (1992), what should happen at the end of this stage is “a reintegrated sense of self, of what one wants to do or be, and of one’s appropriate sex role”. During this stage the body image of the adolescent changes. Erikson claims that the adolescent may feel uncomfortable about their body or their intelligence for a while until they can adapt and “grow into” the changes. Within this sometimes time, they engage in malpractices in order to maintain or improve their personality. Success in this stage will lead to the virtue of fidelity. Fidelity involves being able to commit one's self to others on the basis of accepting other even when there may be ideological differences. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within society ("I don't know what I want to be when I grow up") can lead to role confusion (Braaten, 2018). When students confuse roles, they become scared of failure, and would perform malpractices in order to have pass marks.

Role confusing involves the individual not being sure about themselves or their place in society. In response to role confusion or identity crisis an adolescent may begin to experiment with different lifestyles (e.g. work, education or political activities). Also pressuring someone into an identity can result in rebellion in the form of establishing a negative identity, and in addition to this feeling of unhappiness(Orenstein, 2017).At the intimacy and isolation stage, the students have the ability to keep secretes, be more intimate and cover up their malpractices they notice around them. They subsequently start practices what they protect. These personal feelings and needs become more interwoven with the society’s ill of examination malpractice as the management process develops more loopholes, and the learners struggle to fulfil or satisfy their personal needs.

2.9 Conclusion

The above literature reviewed in three phases is based on the main concerts of the study, the empirical review and the various theories that enable us to explain the objectives of the various concepts. The review enables us to have in-depth understanding of the dependent and independent variables. It unveils all the concepts and enables us to view the connection between the concepts and the theories. Its completion ushers us to the third chapter of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

Research methodology describes the procedure to be followed in realizing the goals and objectives of a research (Ogolo, 1995). This chapter centres on the manner in which both primary and secondary data was collected; techniques and tools that were utilised, the nature of informants that were involved and how the said data was analysed and interpreted; since there is no science without a method and no method without science.

3.1 Research Design

Creswell and Clark (2007) holds that a research design is the procedures for collecting, analyzing, interpreting and reporting data in research studies. It sets the procedure on the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question (Grey, 2014). In this study, the cross-sectional research design was adopted. This design involves collection and analyzing the data from variables collected at a given point in time across a sampled population or a predefined subset. The latter has to do with contacting some randomly selected lecturers and graduates from the university of Yaoundé I and collecting data from them in order to get a fair picture of how examination malpractices can influence graduates quality.

We employ this design because it is relatively less time consuming and gives the possibility for us to collect data from large number of participants. The application of this research design is very instrumental; given its scope and pertinence in the resolution of the problem at hand. It is also a qualitative and quantitative research which is characterized by the fact that data gathered from primary source and will be analyzed in turn with the use of statistics.

3.2 Area of the Study

The area of the study refers to the geographical location of the population to be studied. It may also imply the time or period of the research work, the area of the study. This study was limited to the Centre Region. This region was used because it forms the seat of education in Cameroon. It breeds several higher institutions and the oldest among all the universities in Cameroon. It is also endowed with many teaching learning institutions from nursery through primary, secondary to tertiary education. It gives opportunities for everyone to learn at any level at any time.

3.3 Population of the study

A population determines the limit within which the research findings are applicable. The population of this study is all stakeholders of the Cameroon state universities, these stakeholders were basically the graduates, teachers, administrators, parents and the state. We used them because they effect or are being affected by the functioning of the state universities in one way or the other. Eligibility criteria for this population were: be a member of one of these universities (student, lecturer, administrators and parents), be a graduate from this university, be a Cameroonian, graduates must have been in the job market for at least six months. A situation that permits them to have a mastery of the phenomenon. From 2015 – 2017, the university of Yaoundé I graduated 53169 students with 1255 lecturers, (MINESUP, 2019) and has years goes by the population of admitted students triples as to current year with little staffs been recruited to sustain the students body.

3.3.1 Target population

To Fraenkel& Wallen (2006), the target population is that population where the researcher generalized his findings. The target population for this is made up of students from three Faculties of the University of Yaoundé, I. The 03 Faculties were selected for our target population are the Faculty of Science, Faculty of Arts, Letters and Social Sciences, and the Faculty of Education. We selected these 3 Faculties because the graduates from these faculties were the most available for the research. Moreover, there was willingness and readiness of these Faculties to collaborate in the study. Incidentally, the population of these 3 selected Faculties make up about 80% of the entire population of the whole university (<http://www.uy1.uninet.com>), consulted online on the 6th May 2022.

3.3.2 Accessible population

The accessible population of this study therefore involved the graduates from the 3 Faculties who were found at the National Employment Fund (NEF) at the Regional Office (Fouda) and sub-office (Mvolye) in Yaoundé taking some training programs for job placement. We used the NEF because it is the most pronounced state centre for short training and job placement in Cameroon. Graduates from all level therefore turn to them in search of jobs.

3.4 Sampling, Sampling technique and sample

According to Onen (2020) sampling is the process of selecting a group of people, events behaviours or other elements with which to conduct a study. Sampling is an important tool for research studies because the population of interest usually consists of too many

individuals for any research project to include as participants. It is the process of extracting a portion of the population from which generalization to the population can be made. We therefore bring in the sampling technique to select the sample below.

3.4.1 Sampling Techniques

Sampling technique is the manner in which an appropriate sample size is selected for the wider study (Bryman, 2012). In this study, we employed the stratified sampling techniques to select the number of lecturers/administrators, employers, and graduates. Stratified sampling is a selection method where the researcher splits the population of interest into homogeneous subgroups or strata before choosing the research sample. The sampling techniques is used because we were dealing with a large population, and it's impossible to collect data from every member. The type of stratified sampling techniques used is the disproportionate stratified sampling, which is a stratified sampling method where the sample population is not proportional to the distribution within the population of interest. The implication is that the members of different subgroups do not have an equal opportunity to be a part of the research sample. Therefore, we randomly chooses members of the sample from each group

3.4.2 Sample

Onen (2020), opined that a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population. The sample was selected with the help of the sample size table as proposed by Research Advisors (2006). We therefore used a sample size of 204 participants as the ideal sample size for the survey as they were made up of the graduates and lecturers whom we could get access to.

Table 1: Sample for the Study

FACULTIES	FSE	FS	FALSH	TOTAL
Lecturers/Administrators	9	10	10	29
Graduates	51	58	66	175
TOTAL	60	68	76	204

Source: Field data (2022)

3.5 Methods of Data Collection

In research, there are two main types of data, the primary and secondary data.

3.5.1 Primary Data Collection Source

Primary data was collected with the help of questionnaire and interview guide, meanwhile secondary data was collected from literature from earlier researchers, from libraries, and other earlier sources.

3.6 Research instruments

To show that the assumption made in this study is built on solid ground and to accomplish the research aims, questionnaires were designed for graduates and interview guides were designed for lecturers, administrators and employers. The principal instrument of data collection in this research is questionnaires administration and in-depth interview addressed to the schools administrators and lecturers.

3.6.1 Questionnaire

A questionnaire is a series of questions ask to an individual to obtain statistical useful information about a particular topic (Satya, 2012). To add to this definition, a questionnaire can be typed or printed in a definite order or form and can be distributed directly or mailed to respondents who are expected to read, understand the questions, then write down the reply in the space meant for the purpose in the questionnaire itself. The questionnaire was design to meet the demands of some of research questions underpinning this study. The tool was chosen for the simple reason that it creates room for the respondents (students and teachers) to express their opinions in terms of the way examination malpractices take place and how it could affect school quality. Moreover, it is to some extent a fast means of obtaining sizable information.

3.6.1.2 Validation of Instruments of Instruments

The questionnaires were prepared and given to the supervisor; he read and made some corrections then approved them. Help was also sought from course mates. They gave their own proposals which I found helpful to the construction of the questionnaire. And this was the face validity. After the scrutiny by the supervisor, I carried out a pilot test for 10 students. This was so that it should be reliable during administration. This was known as content validity, when this was done the ten students understood the questions which made it to be reliable, and some minor corrections were done during this process.

3.6.2 Description of Questionnaires

The questionnaires was conceived for students. It consisted of 25 items. They were all constructed along the pattern of four point Likert scale: Strongly agree (SA), Agree (A), Strongly disagree (SDA), Disagree (DA), based on the two research variables as was

presented (see Annex). We used the four point likert scale because it enables convenient data input and analysis, it further does not permit participant who have no idea to partake in the study because such participants do not have a numerical value. Every questionnaire was made up of closed-ended questions and was anonymous. They were designed into five sections as follows:

Section A: comprised of questions based on the identification of informants. Under this section, the researcher asked questions relating to personal profiles such as: name, level of education, employment Status, gender, age, et cetera. **Section B:** was comprised of questions relating independent variable. **Section C:** comprised of questions relating to dependent variable. This gave us a total 25 questions to be analyze from items 5 to 25.

Table 2: Presentation of variables and corresponding items on the questionnaire.

HYPOTHESES	ITEMS
Exams Management Process	05-10
Parental Pressure	11-15
Class Sizes	16-20
Graduates Quality	21-25

Source: Field data (2022)

3.6.3 Questionnaire Administration

When we presented the research authorisation to the directors of the national employment fund. They validated and handed us over to the chief of service in charge of training and job placement. He gave us the right to meet with the students during short trainings and those who come visiting in search for jobs. The questionnaires were distributed to 204 participants (graduates). We used the face to face method, in which case, we distributed the questionnaires to our sampled research population who were then expected to fill them and return to us. In fact, this exercise helped us to have statistical or measureable data that contributed enormously in giving this work the scientific credibility that it deserves.

3.7.1 Secondary Data Collection

Secondary data here has to do with pre-existing material that is related to quality of assessment practices in one way or the other. To have this however, we adopted two main techniques; that is a review of literature on the two variables and equally revisit official as well as other written documents relating thereto. All of these falls under what is commonly called documentary research.

3.8 Validity of the research instruments

The validation process was done in two phases: the first phase sealed off the presentation of the questionnaires and the interview guide to the research supervisor. After a thorough inspection of this instrument, he brought in some corrections and modifications before giving his approval for them to be administered. The second phase of it consisted of doing the necessary corrections following the instructions of the research supervisor, that which was done, before they were ready to serve the purpose for which they were intended.

3.8.1 Establishing Validity of Research Instrument

Validity refers to the accuracy with which an instrument measures what it intends to measure (Mbua, 2003). Or validity could be seen as the extent to which a measurement instrument measures what it purports for. The questionnaires/interview guide of this study was constructed from indicators after analysing the variables. In this study, these instruments were subjected to content validity. To calculate the content validity, the instruments were distributed to four expert judges who did their evaluation of the instrument.

3.8.1 Validity and reliability of research instruments

Validity and reliability remain key concepts that ascertain the acceptability of a questionnaire as a research instrument.

3.8.1.1 Validity

Validity means the research instrument measures what is true, what it is supposed to measure and the data collected honestly and accurately represents the respondent opinion, Amin (2005). Validity refers to the appropriateness, meaningfulness, correctness and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Fraenkel & Wallen, 2006). In this study we use two types of validity which are: Face validity and Content validity the validation of the instrument was done in two phases, that is face validity and content validity

3.8.1.2 Face validity

To ensure face validity was enhanced, the instruments were presented to senior students, friends who gave their views and the final version was presented to the researcher's supervisor for a cross examination and scrutiny to which some items were rephrased and some dropped. This was done to ensure clarity of questions to enable the respondents answer with ease. Amin (2005) considers face validity to be at the lowest level of validity.

3.8.1.3 Content validity

The researcher also made use of content validity. After operationalizing the independent and dependent variables, the researcher used the indicators to construct the questionnaire and interview guide which was handed over to the supervisor who examined the validity of its content. Thus content validity which was ascertained by the different corrections made by the research supervisor upon design by the supervisor upon design of the questionnaire and pre-administered to a group of students.

3.8.1.4 Reliability

Reliability is the degree to which an instrument consistently measures whatever it is supposed to measuring (Amin 2005). An instrument is therefore termed reliable if it produces the same results whenever it is repeatedly used to measure concepts or traits from the same respondents even if it was used by different researchers. The reliability of the instrument of research was ascertained with the help of cronbach's Alpha. It is a measure of internal consistency, which is how closely related a set of items are as a group. It is considered to be a measure of scale reliability as the average inter-item correlation increases, cronbach's alpha increases as well (holding the number of items constant). Item reliability index is equal to the product of the discrimination and standard deviation of the item. If J is the performance of interest and if J is a Normal random variable, the failure probability is computed by $P_f = N(-\beta)$ and β is the reliability index. When J is a nonlinear function of n normal random variables (X_1, X_n).

3.9 Data analysis technique and interpretation

Debriefings were made immediately after every field working day. Here, data collected was categorized into sub-themes; carrying different, but related nomenclatures. The sub-themes in question will be constructed around the research variables; be they independent or dependent and general or specific. However, this research action is co-relational in nature; treated in a socio-constructivist's perspective. Two analytical approaches were adopted; content analysis which concerns itself with the description and explanation of highly qualitative data and the Pearson statistical technique was used to analyse quantitative data. In this light, the theory of Education was considered. In effect, the comprehensive paradigm which has to do with the adoption of the phenomenological attitude in the interpretation of reality were adopted.

With the use of these approach and paradigm, only the essentials will be sorted and dealt with so as to arrive at the testing of the departure hypotheses and to the accomplishment

of the objectives of the present research project. In that light, responses will be coded numerically and written down in relation to our specific objectives as provided by the different research participants. In some cases, however, percentages will be used to demonstrate the magnitude of certain opinions for visibility and comparative reasons. It is also worthy to point out that information from qualitative data here contained is directly reported.

3.9.1 Method of Data Analysis

Both descriptive and inferential statistics were used to analyze the responses and verify the hypotheses. For qualitative data, responses will be coded, summarized and reported about the specific research questions as provided by the different groups of respondents. Tables, percentages, charts, mean, standard deviations will be used to analyze the data. Also the Statistical Package for Social Sciences (SPSS) version 21.0 will be used for data analysis.

In this particular study, data analysis consisted of a combined statistical tool to analyze the data obtained from the experiment and the survey. To organize and give meaning to our data, we use various statistical tools: descriptive statistics, mean, standard deviation, the Pearson P Correlation Coefficient. To describe our data analysis techniques, we will follow the steps by explaining what we did and the statistical tools involved. Quantitative data analysis of this study involved two major steps:

Data preparation in which data was logged, checked for accuracy, and entered into the computer using SPSS, which is designed to analyze, display, and transform data (Trochim et Donnelly, 2007). Data organization was developed and documented in a database structure that integrates the various measures present in the data (Trochim et Donnelly, 2007). The survey consisted of questionnaire administration in the various school of our sample. Surveys are the primary source for data collection of this nature. In so doing, the results from the 4-point Likert scale questions of the survey were analyzed using SPSS software. Frequencies of distribution such as frequency tables (Trochim et Donnelly, 2007) were used to describe multiple variables such as standardized test scores and demographic data. The central tendency of a distribution “is an estimate of the centre of a distribution of value” (Trochim et Donnelly, 2007, p. 266) used to determine and describe the median of sets of values of the data that require this approach. Ranges, which are measures of dispersion in a frequency distribution (Trochim et Donnelly, 2007) were also used to describe the variability of data values. To do this, researchers summarize the data, so that readers can construct a mental picture of the relationship between the data and the phenomena under study.

3.9.1.2 Statistical Procedures Used

To measure the correlation between the two variables, the alpha and the standard error margin, the Spearman rank correlation index was used.

The formula is described as:

Spearman Correlation:

$$r_s = 1 - \frac{6\Sigma D^2}{n(n^2 - 1)}$$

Where:

Σ = sum

D is the difference between the ranks of X and the corresponding ranks of Y

n= the number of paired ranks

3.10 Descriptive Statistics

According to Muijs, (2004), constant interest in data analysis is to efficiently describe and measure the strength of relationships between variables. In this regard, descriptive statistics describe such relationships.

3.10.1 The Pearson moment correlation test

The correlation coefficient was used to test our research hypotheses. The purpose was to measure the degree of association between the independent variables in our research hypotheses and student's performances, symbolize by the correlation coefficient. The correlation coefficient is a simple descriptive statistic that measures the strength of the linear relationship between two variables (Amin, 2005). The value of the correlation coefficient r ranges from -1 for a perfect negative correlation, to +1 for a perfect positive correlation. The degree of association between two variables is described by the coefficient of correlation, which indicates the strength of this association. In this study, to determine existing relationships between two variables, the researcher used the Pearson's r correlation coefficient because the purpose of this study is to predict the dependent variable from the independent variable.

In so doing, the Pearson Product Moment Correlation coefficient was used because the data in this study are parametric, that is, its interpretation does depend on the population fitting a parameterized distribution. This means that the quantitative data in this study numerical interpretation. The researcher also preferred to use parametric statistics because there is generalization of the results of this study to a larger population.

3.10.2 Interpreting Pearson's Product Moment Correlation Coefficient

The usefulness of the correlation depends on its size and significance (Muijs, 2004). If r reliably differs from 0.00, the r -value is statistically significant, that is, does not result from a chance occurrence, implying that if the same variables were measured on another set of similar subjects, a similar r -value would result. If r achieves significance, it is possible to conclude that the relationship between the two variables was not due to chance. According to Muijs (2004), the size of any correlation generally evaluates as follows:

Table 3: Table showing correlation values and their interpretations

Correlation value	Interpretation
0.00	No relationship
0.01 to 0.19	Very Low
0.20 to 0.39	Low
0.40 to 0.59	Moderate
0.60 to 0.79	High
0.80 to 0.99	Very High
1.00	Perfect

Source: Class work (2020)

On the other hand, it is important to state that correlation does not imply causation. In this regard, just because one variable relates to another variable does not mean that changes in one cause changes in the other. In other words, other variables may be acting on one or both of the related variables and affect them in the same direction. Cause-and-effect may be present, but correlation does not prove cause (Fraenkel and Wallen, 2000). In this study, the researcher was not interested in verifying if the occurrence of one variable caused or increased the occurrence of the other variable. The researcher was only interested in determining the strength of the correlation between the variables.

Coefficient of Determination (r^2): The relationship between two variables can be represented by the overlap of two circles representing each variable. If the circles do not overlap, no relationship exists. The area of overlap represents the amount of variance in the dependent (y-variable) than can be explained by the independent (x-variable). The area of overlap called the percent common variance, calculates as $r^2 \cdot 100$.

As far as interview is concern, the researcher interviewed the respondent and took down pertinent points based on the objective of the research. At the end of the interview the content was analysed qualitatively.

3.11 Variables and operational definitions

The major variables employed in this study are the dependent and independent variables.

3.11.1 Dependent variable

The dependent variable is also known as the criterion variable. The researcher's goal is to the dependent variable to the independent variable; explain its variability and make predictions. In our study, the dependent variable is graduates quality which we measured in terms of employability, job creation.

3.11.2 Independent variable

An independent variable on the other hand is also known as the predictor variable or explanatory variable. It is the one that influences the dependent variable and it is the presumed cause of the variation in the dependent variable(s). It thus explains or accounts for variation (s) in the dependent variable. The independent variable in this study is examination malpractice

Table 4: Recapitulative Table of Research Hypotheses, Variables, Modalities, Indicators, instruments for data collection and data analysis tools

General hypotheses	Specific hypotheses	Independent variable	Indicators	Modality	Items	Dependent Variable	Indicator	Modality	Items	Instrument for data collection	Data analysis tools
There is a relationship between examination malpractices and graduates quality in the university of Yaoundé I	Ha1: There is a relationship between exam management process and graduates quality	Exam management process	-Time tabling -Printing of scripts -Collection of scripts - coding and decoding process -Marking of scripts	Strongly Agree, - Agree, -Strongly Disagree, -Disagree	5-10	Knowledge on Graduate Quality	Demonstrates excellent communication skills	Strongly Agree, - Agree, - Strongly Disagree , - Disagree	21-25	Questionnaire and Interview guide	Pearson moment correlation Content analysis
	Ha2: There is a relationship between parental pressure and graduates quality	Parental pressure	-Aiming too high during exams -Parental rewards -Goal set and expectation	Strongly Agree, - Agree, -Strongly Disagree, -Disagree	11-15	Knowledge on Graduate Quality	Job creation	Strongly Agree, - Agree, - Strongly Disagree , - Disagree		//	//
	Ha3: There is a relationship between class size and graduates quality	Class size	-600 students in amphitheatre - 1 lecturer to 500 students -Poor sitting positions during exams	Strongly Agree, - Agree, -Strongly Disagree, -Disagree	16-20	Knowledge on Graduate Quality	Dynamics of the job market	Strongly Agree, - Agree, - Strongly Disagree, - Disagree		//	//

Referencing system

The referencing system to be used in this work is tapped from the norms of the American Psychology Association (APA) 2020, 7th edition that when the researcher officially launches this research project was (is) the latest and most updated. The materialization of this referencing system will be seen in the different quotations made in the work and more importantly at the level of the bibliographical sources.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DATA ANALYSIS

INTRODUCTION

This chapter is made up of three main parts: the first part deals with the presentation of descriptive statistics in percentages and frequency tables, the second part deals with quantitative analysis which involves questionnaires and interview guide and the third part of this chapter deals with the verification of the hypotheses postulated. This includes the choosing of an appropriate statistical test. In the case of this study, the spearman rank correlation is used to test the hypotheses of this study

4.1. Data Analysis Frequency Tables

4.1.1. Analysis of General Information

Modalities	Frequency	Percentages
Gender		
Female	74	36.3%
Male	130	63.7%
Level of education		
Degree	126	61.8%
Masters I	66	32.4%
Masters II	10	4.9%
PhD	2	1%
Faculty		
Faculty of Arts, Letters and Social Sciences	64	31.4%
Faculty of Sciences	39	19.1%
Faculty of Education	101	49.5%
Age range		
21-25 years	186	91.2%
26-30 years	17	8.3%
31-35 years	1	0.5%

The demographic information analysis presented on table 5 indicates 74 females and 130 males who participated on the gender modalities. This makes this research work more societal incline. Its distribution figures fall in conformation with the reality of the society where there are more females than males and the same goes with the number in schools.

Furthermore, on the Level of Education Degree students who participated was far high than the other levels. Degree students who participated were 126, Master I students were 66, Master II students were 10 and PhD students 2. These numbers communicates Degree students are more populated in their numbers than the other cycles. Reasons being that enrolment in the university starts with degree level. The decline of number of Master students shows that most students do Masters I and never reach Master II and PhD. When we got inquisitive about the drop in numbers, we were told that many repeat the Degree level, some drop out because of poor performances, while others move to different schools. Some students had to fail because of the stiff defense put in by invigilators during exams.

On the Faculty level, the Faculty of Education has the highest number of participants with 101 students followed by FALSH with 64 students and Faculty of Science with 39 students. This representation is important because it gave this work a comfortable representation and interpretation of results.

Looking on the age range of students who participated, the ages between 21-25yeras recorded the highest number of participants with 186 students followed by the ages 26-30years with 17 participants and 31-35years which recorded 1 participant. This can be explain by the young vibrant degree students who are more populated than the other ages.

4.1.2. Analysis of the Independent Variable

Table 6: Presentation of results of Exam Management Process

Items	SD	D	A	SA	Mean	Std Dev
5)The time table for the exams is often pasted on time. This gives us the opportunity to prepare ourselves before exams	13 6.4%	21 10.3%	85 41.7%	85 41.7%	3,1863	,86224
6)During exams my sitting position gives me the opportunity to cheat from a friend	84 41.2%	60 29.4%	41 20.1%	19 9.3%	1,9755	,99476

7) During exams, invigilators leave us alone in the class for a certain time	52 25.5%	52 25.5%	63 30.9%	37 18.1%	2,4167	1,05882
8) During exams, some invigilators gives answers to certain students	86 42.2%	57 27.9%	38 18.6%	23 11.3%	2,6324	1,07233
9) Examination sheets are always marked by the lecturer who taught the course	35 17.2%	63 30.9%	48 23.5%	58 28.4%	2,1275	1,69422
10) I usually receive the marks that I was expecting when results are out	70 34.3%	78 37.7%	36 17.6%	20 9.8%	3,1863	,86224
Over all Mean& Standard deviation					2,3881	,54904

Source: field data (2022)

From table 6, based on various items, the following observations were made:

- We observe that on item 5 “The time table for the exams is often pasted on time. This gives us the opportunity to prepare ourselves before exams,” of the 204 sample size, 85 participants agreed and strongly agreed making 41.7%. This was followed by 21 participants who disagreed giving a percentage of 10.3%, and 13 participants who strongly disagreed with a percentages of 6.4% with a mean value of 3,1863 and Standard deviation of ,86224. We can confirm that time table for exam is often pasted on time.
- On item 6 we see that from the sample size of 204, 84 participants strongly disagreed that during exams sitting position gives them opportunity to cheat from a friend making 41.2%. They were also strong supported by 60 participants who disagreed with a percentage of 29.4%. By this we affirm that during exams sitting position does not gives them opportunity to cheat from a friend.
- On item 7 we see that 63 participants agreed that during exams, invigilators leave them alone in the class for a certain time, making 30.9%. They were strongly opposed by 52 participants who strongly disagreed making a percentage of 25.5%.
- On item 8 we see that of the 204 participants, 86strongly disagreed that during exams, some invigilators gives answers to certain students making 42.2%. They were disagreed by 57 participants also which gives 27.9% .We can affirm from their

conclusions that during exams, some invigilators don't give answers to certain students.

- On item 9 "Examination sheets are always marked by the lecturer who taught the course," of the 204 participants we observe that 63 participants disagreed; making 30.9%, followed by 58 participants strongly agreed making 28.4% and 48 participants who agreed making 23.5%, followed by 35 participants who strongly disagreed making 17.2% with a mean of 2,1275 and standard deviation of 1,69422.
- Item 10 "I usually receive the marks that I was expecting when results are out" recorded 78 participants who disagreed giving 37.7% and 70 participants who strongly disagreed giving 34.3%, followed by 36 participants who agreed with 17.6% and 20 participants who strongly agreed giving 9.8%. We can strongly affirm that students don't receive the right marks after their results are published. The overall mean and standard deviation gave 2,3881 and ,54904.

Table 7: Presentation of results of Parental Pressure

Items	SD	D	A	SA	Mean	Std dev
11) At times I cheat during exams to have good marks to make my parents happy for me	105 51.5%	64 31.4%	23 11.3%	12 5.9%	1,7157	,88643
12) My parents really feel disappointed when I bring back a poor result	15 7.4%	14 6.9%	64 31.4%	111 54.4%	3,3284	,89606
13) My parents always ask me question about my school level	10 4.9%	8 3.9%	72 35.3%	114 55.9%	3,4216	,78704
14) I cheat in order to out pass my friends so that my parents will be happy of me	138 67.6%	52 25.5%	8 3.9%	6 2.9%	1,4216	,70796
15) I used to cheat during exams especially on the papers that are difficult for me	112 54.9%	61 29.9%	24 11.8%	7 3.4%	1,6373	,82198
Over all Mean					2,3049	,45113

Source: field data (2022)

According to table 7 on Parental Pressure, the following observations were made on the various items;

- On item 11 “At times I cheat during exams to have good marks to make my parents happy for me ”we noticed that 105 participants from the sample size of 204strongly disagreed, giving 51.5%. Meanwhile just 12 participants strongly agreed making 5.9%. This means that students don’t affirm the fact that they cheat during exams to have good marks.
- On item 12 “My parents really feel disappointed when I bring back a poor result” we noticed that 111 participants strongly agreed, making 54.4%, meanwhile just 15strongly disagreed making 7.4%. Hence we can affirm that parents really feel disappointed for poor results of their children which forces them to cheat in order not to disappoint them.
- On item 13“My parents always ask me question about my school level, 114 participants in the 204 sample size strongly agreed, making 55.5% contrary to 8 participants who disagreed making 3.9%
- On item 14 “I cheat in order to out pass my friends so that my parents will be happy of me,” here we see 138 participants strongly disagreed; making 67.6% meanwhile only 6 participants strongly agreed making 2.9%.
- On item 15“I used to cheat during exams especially on the papers that are difficult for me” recorded 112 participants strongly disagreed of the 204 sample size making 54.9% contrary to 7 participants who strongly agreed making 3.4%. This gave us an overall mean of 2,304 and standard deviation of, 45113.

Table 8: Presentation of results of Class Size

Items	SD	D	A	SA	Mean	Std dev
16)I usual write exams in tied halls, reasons why it is easier for me to copy from my neighbour	78 38.2%	85 41.7%	27 13.2%	14 6.9%	1,8873	,88336
17)In some exam’s halls, invigilators cannot circulate	57	52	50	45	2,4069	1,11689

appropriately, this gives the 27.9% 25.5% 24.5% 22.1%
 latitude for some students to
 write with cartouches

18)There are often perturbations while I am writing, this gives me the opportunity to communicate with my neighbour on a question that I don't understand well

	41	56	76	31		
	20.1%	27.5%	37.3%	15.2%	2,4755	,97979

19)Writing conditions are rarely good because of poor conditions of the halls

	34	46	77	47		
	16.7%	22.5%	37.7%	23%	2,6716	1,00979

20)Students who sit behind have some advantages because they can continue writing when exam time is over

	24	21	88	71		
	11.8%	10.3%	43.1%	34.8%	3,0098	,96230

Over all Mean 2,4902 ,63035

Source: field data (2022)

According to analysis presented on table 8,

- Item 16 shows that 85 participants from the sample size of 204disagreed, making 41.7%, meanwhile only 14 participants strongly agreed making 6.9%. This shows that tight halls during exams is not always the cause for cheating during exams.
- Item 17 “In some exam’s halls, invigilators cannot circulate appropriately, this gives the latitude for some students to write with cartouches,” it shows that 57 participants from the sample size strongly disagreed, making 27.9%, as opposed to 45 participants who strongly agreed making 22.1%. We affirm that the difference is not that much exam halls can slightly be the cause of cheating during exams.
- Item 18 “There are often perturbations while I am writing, this gives me the opportunity to communicate with my neighbour on a question that I don't understand well” shows that 76 participants agreed; making 37.3%, meanwhile 56 participants disagreed making 27.5%. We can strongly affirm that perturbations during exams can influence cheating in exam halls.

- Item 19 “Writing conditions are rarely good because of poor conditions of the halls” shows that 77 participants agreed; making 37.7%, meanwhile 46 participants disagreed making 22.5%. We can affirm that poor writing conditions in exam halls can trigger students to cheat.
- Item 20 shows 88 participants agreed making 43.1% out of the 204 sample size as opposed to only 21 participants who disagreed giving 10.3%. We can conclude that students who sit behind during exams have greater chances to cheat during stoppage time. This gave us an overall mean and standard deviation of 2,4902 and ,63035.

4.1.3 Analysis of the Dependent Variable

Table 9: Presentation of results about Graduates quality

Items	SD	D	A	SA	Mean	Std dev
21) With a diploma obtained by cheating, I can easily transmit knowledge to the new students	158 77.5%	40 19.6%	6 2.9%	0 0%	1,2549	,49998
22) With a diploma obtained by cheating, I can show good communication skills in the employability milieu	136 66.7%	58 28.4%	9 4.4%	1 0.5%	1,3873	,59723
23) With a diploma obtained by cheating, I can work everywhere	138 67.6%	46 22.5%	17 8.3%	3 1.5%	1,4363	,70944
24) I can be caught for cheating in obtaining my diploma no matter the time it would take	9 4.4%	3 1.5%	58 28.4%	134 65.7%	3,5539	,73748
25) Despite been a graduate, I need additional professional training to find a job	2 1%	6 2.9%	65 31.9%	131 64.2%	3,5931	,60062
Over all Mean					2,2451	,31439

Source: field data (2022).

According to the results of analysis presented on table 9, the following can be deduced;

- Item 21 shows that 158 participants from the sample size of 204 strongly disagreed that with a diploma obtained they can't transmit knowledge with it making 77.5%; meanwhile just 6 participants agreed making a percentage of 2.9.
- Item 22 shows that 136 participants of the sample population of 204 strongly disagreed that with the diploma obtained through cheating they cannot portray good communication skills in the employment milieu, making 66.7%, as opposed to just 3 participants who strongly agreed giving 3.5%.
- Item 23 shows that 138 participants out of the 204 sampled strongly disagreed, making 67.6%. This means that with the diploma obtained by cheating they are unable to be employed in the job market.
- Item 24 shows that of the 134 population size sampled, 204 participants strongly agreed to the fact they can be caught and penalised in the long with a diploma obtained by cheating, making 65.7%.
- Item 25 shows that of the 204 population sampled size, 131 participants strongly agreed, making 64.2%, hence students accept that they need additional job training after their degree to have a job. It gave us an overall mean of 2,2451 and standard deviation of ,31439.

4.2. Verification of research hypotheses

Ha: there is a relationship between exams management processes and quality of graduate's in the university of Yaoundé I.

Ha: there is a relationship between parental pressure and quality of graduates in the university of Yaoundé I.

Ha: there is a relationship between class sizes in exams and quality graduates in the university of Yaoundé I

Ho: there is no relationship between exams management processes and quality graduates in the University of Yaoundé I.

Ho: there is no relationship between parental pressure and quality graduates in the University of Yaoundé I

Ho: there is no relationship between class size during exams and quality graduates in the University of Yaoundé I

4.2.1. Research hypothesis 1

Ho: There is no relationship between exams management processes and quality graduates in the University of Yaoundé I.

Ha: There is a relationship between exams management processes and quality of graduate's in the University of Yaoundé I.

Table 11: Correlation between Examination management process Graduates quality

			Examination management process	Knowledge on graduate quality
Spearman's	Examination malpractices	Correlation Coefficient	1.000	.055**
		Sig. (2-tailed)	.	.431
		N	204	204
Rho	Knowledge on graduate quality	Correlation Coefficient	.055**	1.000
		Sig. (2-tailed)	.431	.
		N	204	204

Source: field data (2022)

The correlation table above shows the spearman's correlation value $r = .055$ which indicates a very low correlation between Examination management processes and Graduates quality. This is equally based on the fact that the level of significance is .431 which is greater than 0.05, (alpha) which is the standard error margin: $r = .055, P = .431 \geq 0,05$. The correlation falls within the range of a very low correlation. This permits us to accept Ho: There is no statistically significant correlation between Examination management processes and graduate quality, while Ha is accepted. Thus, at an error margin of 5%, Ho is confirmed. Therefore, from the findings, examination management processes is not statistically related the quality of graduate in the University of Yaounde I.

4.2.2. Research hypothesis 2

Table 12: Correlation between Parental pressure and Graduates quality

Ho: There is no relationship between parental pressure and quality graduates in the University of Yaoundé I

Ha: There is a relationship between parental pressure and quality of graduates in the university of Yaoundé I.

Correlations

			Parental pressure	Knowledge on graduate quality
Spearman's Rho	Parental pressure	Correlation Coefficient	1.000	.272**
		Sig. (2-tailed)	.	.000
		N	204	204
	Knowledge on graduate quality	Correlation Coefficient	.272**	1.000
		Sig. (2-tailed)	.000	.
		N	204	204

Source: field data (2022)

The correlation table above shows the spearman's correlation value $r = .272$, which indicates a low correlation between parental pressure and graduates quality. This is equally based on the fact that the level of significance is .000 which is largely less than 0.05, (alpha value) which is the standard error margin: $r = .272, P = .000 \leq 0,05$. The correlation falls within the range of a low correlation. This permits us to confirm Ha: There is a low correlation between parental pressure and graduates quality, while Ho is rejected. Thus, at an error margin of 5%, HR2 is confirmed. Therefore, parental pressure observed among students strongly influence graduates quality.

4.2.3. Research hypothesis 3

Table 13: Correlation between Class size and Graduates quality

Ho: There is no relationship between Class and quality graduates in the University of Yaoundé I

Ha: There is a relationship between Class size and quality of graduates in the university of Yaoundé I.

Correlations

		Class size	Knowledge on graduate quality
Spearman's	Class size	Correlation Coefficient	1.000
		Sig. (2-tailed)	.012
		N	204
Rho	Knowledge on graduate quality	Correlation Coefficient	.176*
		Sig. (2-tailed)	.012
		N	204

Source: field data (2022)

The correlation table above shows the spearman's correlation value $r = .176$ which indicates a low correlation between class size and graduate quality. This is equally based on the fact that the level of significance is .012 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.176$, $P = 0.012 \leq 0.05$. The correlation falls within the range of a strong correlation since its low and moves towards 1. This permits us to confirm H_a : There is a strong correlation between class size and graduate quality, while H_o is rejected. Thus, at an error margin of 5%, H_{R3} is confirmed. Therefore, class size highly predicts graduates quality.

Table 15. Summary of the correlations and decisions

Hypothesis	Alpha	Level of significance	Correlation coefficient	Decision
RH1	0.05	.431	.055	Ho retained Ha rejected
RH2	0.05	.000	.272**	Ho rejected Ha retained
RH3	0.05	.012	.176*	Ho rejected Ha retained

Source: field data (2022)

Conclusively, since two out three specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, exam malpractices is strongly blamed on graduate quality in the University of Yaoundé I.

Conclusion

This chapter so far presents the results gotten from the data analysis. It presents demographic information, information according to indicator (variables) and test the hypothesis, and give the summary of the results. Ushering us to chapter five.

CHAPTER FIVE

DISCUSSION OF FINDINGS, RECOMMENDATIONS, PROPOSALS FOR FURTHER STUDES AND CONCLUSION

The study sets out to investigate whether examination malpractices has an impact on graduate's quality in the University of Yaoundé I. The variables of study were: examination management process, parental pressure on learners and class size. These elements are integral around the school's environment and often instigate learners into one examination misconduct or the other. This chapter is made up of the interpretation of findings which is done with references to the objectives, legal instruments with consideration of research questions, research hypothesis, the theories and the views of other authors. Based on the interpretations and discussions, conclusions are later drawn and some recommendations for further improvements are made after the identification of difficulties encountered during the study.

5.1 SUMMARY OF THE FINDINGS

This study sets out to investigate whether examination malpractices has an impact on graduate's quality in the University of Yaoundé I. Three hypothesis were drawn which helped to guide this research work. After the analysis, two out of the three well validates meanwhile one was rejected as follows:

Ho: there is no relationship between exams management processes and quality of graduate's in the University of Yaoundé I.

Ha: there is a relationship between parental pressure and quality of graduates in the university of Yaoundé I.

Ha: there is a relationship between class sizes in exams and quality graduates in the university of Yaoundé I.

These hypotheses have been tested and the findings presented above, we shall discuss these above findings with cognisance to our review of literature and theoretical consideration.

5.2 Discussion according of the respondent's demographic information

During the field work process, we discovered that more males participants were anxious and willing to participate in the study more than female. After a rigorous process, we came out with 74 females and 130 males who participated on the gender modalities. This makes this research work more society incline. Its distribution between figures fall in conformation with the reality of the society that a normal society is made up of male and

female. However, research and observation have shown that there are more women in the world than men. For instance, in 2020, male to female ratio for Cameroon was 100.06 males per 100 females. Male to female ratio of Cameroon increased from 96.11 males per 100 females in 1950 to 100.06 males per 100 females in 2020 growing at an average annual rate of 0.29%. Therefore, more men could be in the job market than female probably because most women in Cameroon are rescued by marriage, they become house wives, they are covered husband's fortunes and the effects of unemployment are reduced on them, hence some never go out in search for jobs upon graduation. Meanwhile the men have to hunt for themselves and most of them remain in the job hunting stage. This explains why most men participated in the study than the female.

Furthermore, on the Level of Education Degree students who participated was far high than the other levels. Degree students who participated were 126, Master I students were 66, Master II students were 10 and PhD students 2. These numbers communicate Degree students are more populated in their numbers than the other cycles. Reasons being that enrolment in the university starts with degree level. The decline of number of Master students shows that most students do Masters I and never reach Master II and PhD. When we got inquisitive about the drop in numbers, we were told that many repeat the Degree level, some drop out because of poor performances, while others move to different schools. Some students had to fail because of the stiff defense put in by invigilators during exams. Moreover, those graduates with degree level indicated poor or low quality in the job market. This was because they not their level of education was low, the class sizes at the degree level permitted them to pip from left and writing and manoeuvre their ways out of the system as graduates.

On the Faculty level, the Faculty of Education has the highest number of participants with 101 students followed by FALSH with 64 students and Faculty of Science with 39 students. This representation is important because it gave this work a comfortable representation and interpretation of results. The faculty of education further had higher number of participants because it was recently created with the mind set of professionalization, its graduates bare that in mind and keep searching for jobs.

Looking on the age range of students who participated, the ages between 21-25yeras recorded the highest number of participants with 186 students followed by the ages 26-30years with 17 participants and 31-35years which recorded 1 participant. This can be explained by the young vibrant degree students who are more populated than the other ages. moreover, most students

leave the secondary schools nowadays at the age of 17 and by 20 – 21, they graduates, some acquire masters before 23, this further explains why the number of younger graduates was higher than the number of older graduates in the field.

Table16: Presentation of summary findings

Variables	Indicators	Hypotheses	Confirmation of results: <i>Questionnaire and Interview</i>	Relevant theory
there is a relationship between examination malpractices and quality of graduates in the university of Yaoundé I.	Examination management process	there is no significant relationship between examination management process and quality of graduates in the university of Yaoundé I	Ho: Retained (There is no relationship)	Behavioural theory of Operant Conditioning by B.F Skinner
	Parental pressure	there is a relationship between parental pressure and quality of graduates in the university of Yaoundé I	Ha: Confirm - There is a significant relationship)	Theory of Planned Behavior (TPB) by Madara, Namango and Katana (2016)
	Class size	there is a relationship between class size and quality of graduates in the university of Yaoundé I	Ha: Confirm (there is a significant relationship)	Social learning theory of Albert Bandura,

Source: Fieldwork (2022)

5.3 interpretation and discussion of findings

5.3.1 Examination management process Graduates quality

Hypothesis 1: *Ho*. There is no relationship between exams management processes and quality graduates in the University of Yaoundé I.

Looking at hypothesis one on table 11, it is evident that the correlation table indicates the spearman’s correlation value $r = .055$ which indicates a very low correlation between Examination management processes and Graduates quality. This is equally based on the fact that the level of significance is .431 which is greater than 0.05, (alpha) which is the standard

error margin: $r = .055$, $P = .431 \geq 0,05$. The correlation falls within the range of a very low correlation. This permits us to accept H_0 : There is no statistically significant correlation between Examination management processes and graduate quality, while H_a is accepted. Thus, at an error margin of 5%, H_0 is confirmed. Therefore, the examination management processes is not statistically related the quality of graduate in the University of Yaounde I.

From this findings, we can confirm that the way examinations are managed in schools have little or nothing to do with how graduate become in future. This results indicate a similar view to those of earlier researchers. A case in point is Mafa (2012) who conducted a closely related study in ZOU, his Major findings indicated that the management of examinations at ZOU enhances quality assurance, cited activities which contributed to quality assurance included setting of examination items for the item banks, tight security in transporting of examination items to and from the regions, residential marking, active invigilation. So the management process has been at its maximum and there are hardly cases of exam leakages and poor manipulation of results in this university. In most universities like the University of Yaounde I, the lecturers are trained on examination setting via seminars and conferences and those who participates in examination management are trained before time. With these precautions in place, obviously they were aware of activities that compromised examination quality such as uncommitted invigilators, incomplete examination, lack of clarity on instructions, lack of security and non-confidentiality of examination items, timetable alterations.

Although many graduates mention many other challenges they face during examination, most of the challenges that were mentioned by participants were unrealistic deadlines set by academic registry regarding marking, delays in dispatching of personal identification numbers to newly admitted students, welfare of invigilators during invigilation, and the need for communication between invigilators and other relevant authorities if the need arise when the examination is in progress. These were not directly influencing the quality of students in schools.

Moreover, in the Cameroonian context, the findings above indicate a reality to some department at the master and PhD levels. This is considered because the further the learners go, the small the population. But at the degree level in most of the departments, amphitheatres are always filled to the brim during evaluation. This path the way for students to pip from left and write and even use prepared materials. Moreover, the nature of the amphi, the

seating position, nature of the benches 9about 60m long does not permit the invigilator to navigate to the middle of the class, thus there could be some malpractices at the lower level.

5.3.2 Parental pressure and Graduates quality

Hypothesis 2

Ha: There is a relationship between parental pressure and quality of graduates in the university of Yaoundé I.

Beholding at hypothesis 2 on table 12, it is evident that the correlation table indicates the spearman's correlation value $r = .272$, which indicates a low correlation between parental pressure and graduate's quality. This is equally based on the fact that the level of significance is $.000$ which is largely less than 0.05 , (alpha value) which is the standard error margin: $r = .272$, $P = .000 \leq 0.05$. The correlation falls within the range of a low correlation. This permits us to confirm Ha: There is a low correlation between parental pressure and graduate's quality, while Ho is rejected. Thus, at an error margin of 5%, HR2 is confirmed. Therefore, parental pressure observed among students strongly influence graduate's quality.

The above findings enable us to confirm that there is a relationship between parental pressures on the quality of graduates. This finding is not extra ordinary or exists alone in the domain, but it share the same view with earlier researchers. Many other research studies shows the importance of parents' involvement or parent pressure and its effect on academic achievement of adolescents. One of them is of Desforges et Abouchaar, (2003). They defined parent's involvement by many forms, like parenting style, stable and secure environment, intellectual stimulation, parent child discussion, contact with school, participation in school events and activities. The findings consistently showed that parent involvement has strong positive influence on the child level of attainment: the more the parental involvement the higher the attainment. They concluded that at home parenting has a significant positive effect on children's achievement and adjustment. It was further stressed that parental involvement has greater positive effect on achievement of students as compared to the quality of school.

Opdenakker et Damme (2005) conducted a research study "enhancing effort and achievement: the importance of parent involvement and home school partnerships". The findings indicated that the parents' attitude (parent pressure) and activities like coaching and support to the formal education of their child has a unique and positive effect on effort and achievement of children; although it is weakly related to the socio-economic status of parents.

Moula (2010) tried to investigate “the relationship between academic achievement motivation and home environment among standard eight pupils”. He defined the home environment by five factors i.e. parental encouragement, parents’ occupation, parents’ education, Family size, learning facilities at home. The findings showed that four factors (parents’ occupation, parents’ education, family size and learning facilities) significantly effects the achievement motivation and parental encouragement was the only factor which showed low correlation with academic motivation.

The literature reviewed indicates that parents brought up their children. They feel responsible to develop their self-concept to help them in leading successful life. To reach the adolescent age one has developed self-concept. Atwater & Duffy, (1999) describes the self-concept as “it is the overall image or awareness one has of him/herself. It includes all those perceptions of “I” and “me” together with the feelings, beliefs and values associated with them”. Self-concept provide personal identity or sense of who am I. It has its roots in family value system. The children know their parents value system and act accordingly during early adolescence as they are dependent on them. It means that adolescents are mostly influenced by their parents and environment at home. Parent-children relationship depends on the time and care given to the children by the mother and father and their own relationship. Baumrind, (1989) described four parenting styles. The authoritative parenting style is the most common and considered most successful style in Cameroon reality.

In most Cameroonian homes, parent set pace for their children, force them to go to school, and even study some subjects. This lures studies into tricking in the process therefore practicing an adverse behavior. Baumrind (1991a) suggests that authoritative parents “monitor and impart clear standards for their children’s conduct. They are not intrusive and restrictive. The authoritarian parents seek to control their children through rules they use reward and punishment to make their children follow the rules. Especially with examination, they condition students to venture to standards above them just to please their parents. They gave orders and are not likely to explain them.

Skinner in Behavioural theory of Operant Conditioning walks the talk in this context, it explains when you condition a person or when reinforcement is attached on a certain performance, everyone will want to arrive at that level even if it above their natural capacity. In our context, student who could reach the expectation and are poised to achieve the price attached or focused on pleasing their parents most indulge in some form of examination malpractices to meet up with the challenges, a situation with negative influence on their future.

5.3.3 Class size and Graduates quality

Research hypothesis 3:

Ha: There is a relationship between Class size and quality of graduates in the university of Yaoundé I.

The correlation table above shows the spearman's correlation value $r = .176$ which indicates a low correlation between class size and graduate quality. This is equally based on the fact that the level of significance is 0.012 which is largely less than 0.05, (α) which is the standard error margin: $r = 0.176$, $P = 0.012 \leq 0,05$. The correlation falls within the range of a strong correlation since its low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between class size and graduate quality, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, class size highly predicts graduate's quality.

This statistic above enables us to confirm the findings that yes the class size actually influences graduate's quality. This finding is not in isolation, it goes in the same line with many earlier researchers, Esein, (2018) conducted another study where the result indicated that, class size has significant influence on students' academic achievement in Social Studies. Based on the finding of the study, it was recommended that Government should build more classrooms in order to reduce the large class size to measurable class size, as small class size produces better academic achievement than large class size. Moreover, Ngoboka and Brian (2002), the study allowed us to determine whether or not large class sizes have a negative effect on our students' learning.

The relationship between class size and graduate quality existence more due to the fact that as school population increases, class sizes also increases and the academic achievement of students becomes an issue. According to Dror (1995) class size has become a phenomenon often mentioned in the education literature as an influence on pupil's feelings and achievement. Adeyela (2000) maintained that, large class size is not conducive for serious academic work. Shin and Raudenbush (2011) used the Project Student-Teacher Assessment Ratio (STAR) data to find out whether reduced class size increased achievement in reading, mathematics, listening, and word recognition skills and whether these effects differed from school to school. Using an extended Rubin's causal model, the researchers found that reducing class size increased students' achievement in grades K-3; although in second grade, only a minimal improvement was found. In addition, the authors found that these effects did not differ from school to school. McKee, Sims, and Rivkin (2015) investigated patterns of heterogeneity in the effects of class size on students' achievement in

the Project STAR classes that showed improvement. They found that students in higher poverty schools and academically gifted students both benefitted from smaller class size. The researchers conjectured that in higher poverty classrooms, there are a larger number of interruptions and classroom management issues that can be minimized with smaller class sizes.

Moreover, some researchers investigated the effects of class size on the achievements of as ample of college students enrolled at a middle-sized Italian public university. To estimate the effects of class size we exploit the exogenous variations in class size determined by a maximum class size rule introduced by the 2001 Italian university reform. From our analysis it emerges that large teaching classes produce negative effects on student performance measured both in terms of the grades obtained in exams and the probability of passing exams. These results are robust to the use of a matching estimator.

Social Learning Theory by Albert Bandura also walks in line with this finding. The significance of this theory to the current study is that this theory is highly connects the social environment and examination malpractice. It shows how the school in general as a social environment influences students to indulge in examination malpractice. This shows that once in the same class, the size of the class matters and also students get to interact with each other in the class. During their interaction could lead too possible exchange of examination material, collaboration between students during exams, and copy work.

5.4 Conclusion

Examination malpractices is one of the most recent irregularities that is growing within education system and is dwindling the value, the worth and the quality of graduates who practice such undesirable actions in schools. Examination malpractices in the context of this study could be a deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. Examination malpractice is an act or irregular manner of testing candidates which contravenes the rules and conventions guiding the conduct of examinations. Examination malpractice has done a lot of harm to students and graduates since many of them have neglected their books with the hope of performing the magic they are used to in every examination. Examination malpractice in Cameroon university system has been widely discussed and viewed as a major challenge not only to graduates who leave schools, but also to examination bodies, school administrators, the entire education system, the government

and the society at large. Many of these irregularities or misconducts surround examination malpractice has taking an alarming rate in the last three decades. In the job market, many graduates who plied their ways via undesirable tricks through the university systems have severe challenges in creating jobs, acquiring jobs and even doing well in their jobs.

5.5 RECOMMENDATIONS

Following the objectives set for this study, some recommendations were made. The recommendations intended to make amendments to the present situation under study. The verification of the research hypotheses and conclusions drawn enables the researcher to draw some recommendations that could ameliorate the existing work.

5.5.1 To School Administrators and Lecturers

The process of examination management should be taken timely and with care. Examination planners should give the learners ample time to prepare for the exams. The students need to plan for exams, buy the necessary material and prepare psychologically towards the exam. By this, we propose that the examination management body should create all invigilators' training sessions before exams. Invigilators must be staff, teaching those students. Invigilators should be motivated substantially.

5.5.2 To Parents

The study also recommend that parents should reduce the level of pressure on their children while in universities. Parents should also try not forcefully over pressured their children in school in order to pass exams by force as Individuals acquire knowledge depending on their IQ and must not be like or love studying what his /her parents desire

5.5.3 To the Government and University officials

The university systems should modify their class sizes. They should reduce the number of students per class. They should adopt a seating position or benches that permit lecturers and invigilators to move round the class during exam and lectures in order to have ample time to catch irregularities.

5.6 SUGGESTIONS FOR FURTHER STUDIES

The study of exam malpractices has a significant influence on the quality of graduates in the University of Yaounde I. This study was carried in the University of Yaounde I using three Faculties. Other researcher can carry out similar studies in other Faculties since university of Yaoundé I is not limited only on those three Faculties used to identify and resolved specific problems in which we belief the results of their findings can be of help to

the entire university body. Based on the findings above, another study can also be conducted to examine examination malpractice and student's further education in private universities in centre region of Cameroon

Another study could be conducted that on examination malpractice and its effects on the Cameroon education system

5.7 Difficulties encountered

Comparatively, there is limited data on examination malpractice especially on how it affects the graduates. It was challenging to collect statistical data because it has never been documented in Cameroon.

The process of data collection was very challenging. Meeting the graduates around the centre region who graduated strictly from the University of Yaounde I. We however, managed to meet the stipulated sample size.

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QUESTIONNAIRE FOR F.S.E GRADUATES

SECTION A: GENERAL INFORMATION

Dear Respondent,

I am a master's student from Faculty of Education of the University of Yaoundé 1, I am conducting a research on **Examination Malpractices and Graduate's Quality in the University of Yaoundé I**. The answers you provide will be used strictly for this Master's Research and your privacy will be highly protected. **Thanks for your participation**

PART ONE: DEMOGRAPHIC INFORMATION

Instructions: kindly place a tick (✓) on the box that best describes your opinion.

1. Gender: Male Female
2. Level of education: Bachelor degree Masters I , Masters II PhD
3. Faculty :.....
4. Age range: 21-25 (), 26 – 30 (), 31 – 35 (), 36 and above ()

SECTION B:

Instruction: Please Thick (✓) in one of the boxes labeled (A, SA, D, SD)

KEY: A=Agree, SA= Strongly Agree, D=Disagree, SD= Strongly Disagree,

ITEMS					
S/N	EXAMINATION MANAGEMENT PROCESS	SD	D	A	SA
5	The time table for the exams is often pasted on time. This gives us the opportunity to prepare ourselves before exams				
6	During exams my sitting position gives me the opportunity to cheat from a friend				
7	During exams, invigilators leave us alone in the class for a certain time				
8	During exams, some invigilators gives answers to certain students				
9	Examination sheets are always marked by the lecturer who taught the course				
10	I usually receive the marks that I was expecting when results are out				

PARENTAL PRESSURE		SD	D	A	SA
11	At times I cheat during exams to have good marks to make my parents happy for me				
12	My parents really feel disappointed when I bring back a poor result				
13	My parents always ask me question about my school level				
14	I cheat in order to out pass my friends so that my parents will be happy of me				
15	I used to cheat during exams especially for the papers that are difficult for me				
NATURE OF CLASS SIZE		SD	D	A	SA
16	I usual write exams in tied halls, reasons why it is easier for me to copy from my neighbour				
17	In some exam's halls, invigilators cannot circulate appropriately, this gives the latitude for some students to write with cartouches				
18	There are often perturbations while I am writing, this gives me the opportunity to communicate with my neighbour on a question that I don't understand well				
19	Writing conditions are rarely good due to poor conditions of the halls which are not good				
20	Students who sit behind have some advantages because they can continue writing when exam time is over				
KNOWLEDGE ABOUT GRADUATES QUALITY		SD	D	A	SA
21	With a diploma obtained by cheating, I can easily transmit knowledge to the new students				
22	With a diploma obtained by cheating, I can show good communication skills in the employability milieu				
23	With a diploma obtained by cheating, I can work everywhere				
24	I can be caught for cheating in obtaining my diploma no matter the time it would take				
25	Despite been a graduate, I need additional professional training to find a job				

THANKS FOR YOUR COOPERATION

RÉPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE

UNIVERSITÉ DE YAOUNDE I

FACULTÉ DES SCIENCES DE
L'ÉDUCATION

DÉPARTEMENT DE CURRICULA ET
ÉVALUATION



REPUBLIC OF CAMEROON
PEACE-WORK-FATHERLAND

THE UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION

**INTERVIEWE GUIDE FOR STUDENTS AND LECTURERS OF THE UNIVERSITY
OF YAOUNDE I**

Dear Sir/Madame, this interview is aimed at getting your responses to these items in connection to the **Examination Malpractices and Graduates Quality in the University of Yaounde I**. The responses are your opinions which will permit the researcher to use the data collected and determine the influence of Examination Malpractices on Graduates Quality in the University of Yaoundé I. Your responses will be treated in confidence. Thank you.

1) What are the common methods students use to cheat during examination

2) What reasons do student give when they are caught in examination malpractice

3) What do you do when you find a student who is involved in examination malpractice

4) What do think should be done to cub the problem of examination malpractice by students

5) To what extent do you think exam malpractices have influence graduate employability in the job market upon graduation:

THANKS FOR YOUR COOPERATION



QUESTIONNAIRE AUX DIPLOMES DE L'UNIVERSITE DE YAOUNDE I

Chers répondants,

Je suis un étudiant de Master inscrit à la Faculté des Sciences de l'Éducation de l'Université de Yaoundé 1. Je mène actuellement une recherche dont l'intitulé est **Mauvaises pratiques des examens et qualité des diplômés de l'Université de Yaoundé 1**. Les réponses que vous fournirez seront utilisées uniquement à des fins de recherche dans la stricte confidentialité possible. **Merci pour votre participation.**

PARTIE A: INFORMATIONS SOCIO-DEMOGRAPHIQUES

Consigne: Cochez (✓) le cas qui vous correspond

- 1- Genre: Masculin Féminin
- 2- Niveau d'étude: LICENCE MASTER 1 MASTER 2 PhD
- 3- Faculté:.....
- 4- Age: 21-25 (), 26- 30(), 31- 35 (), 36 et plus ()

PARTIE B:

Consigne: Cochez (✓) dans l'une des cases contenant les éléments suivants intitulés (PDD, PD, D, TD)

NB: PDD=Pas du tout d'accord, PD=Pas d'accord, D=D'accord, TD=Très d'accord

S/N	ITEMS	PDD	PD	D	TD
	PROCESSUS DE GESTION DES EXAMENS				
5	L'emploi de temps des examens est souvent affiché à temps. Ce qui nous laisse le temps de nous préparer pour les examens				
6	Il arrive souvent que ma position pendant l'examen me donne l'occasion de tricher chez un ami				
7	Pendant les examens, il arrive des fois que les surveillants nous laissent Seuls en salle pendant un certain temps				
8	Pendant les examens, certains surveillants sont souvent l'habitude de chuchoter les réponses à certains étudiants				
9	Les copies des examens sont toujours corrigées par les enseignants qui ont dispensé la matière				
10	Lors de la publication des résultats, je reçois toujours la note que j'aurais souhaité avoir				

LA PRESSION PARENTALE		PDD	PD	D	TD
11	Il m'arrive souvent de tricher pendant les examens pour avoir de bonnes notes pour que mes parents soient fiers de moi.				
12	Mes parents sont très déçus lorsque je rapporte une mauvaise note à la maison				
13	Mes parents me questionnent souvent par rapport à mon niveau à l'école pour savoir si je rencontre des difficultés				
14	Je triche pour dépasser mes amis afin de satisfaire mes parents				
15	Pour que mes parents ne soient pas déçus de moi, je triche souvent lors du passage des épreuves où je rencontre des difficultés				
TAILLE DE LA SALLE DE CLASSE		PDD	PD	D	TD
16	Il arrive souvent que je compose dans des salles serrées, c'est pourquoi il m'est facile de copier chez le voisin				
17	Dans certaines salles les surveillants ne peuvent pas circuler facilement, ce qui permet aux étudiants de garder des cartouches sous les bancs et Composer avec celles-ci				
18	Il y'a souvent des perturbations pendant que je compose, ce qui me donne l'occasion de communiquer avec le voisin sur une question où je suis buté				
19	Les conditions de composition ne sont souvent pas bonnes du fait de la faible aération de la salle de composition				
20	Les élèves assis derrière ont souvent un avantage car ils continuent d'écrire alors que l'heure est arrivée à son terme				
CONNAISSANCES ET QUALITÉS DES DIPLÔMÉS		PDD	PD	D	TD
21	Avec un diplôme obtenu par tricherie, je peux transmettre les connaissances facilement un cadet				
22	Avec un diplôme obtenu par tricherie, je peux démontrer d'excellentes compétences en communication sur le marché de l'emploi				
23	Avec un diplôme obtenu par tricherie, je peux m'insérer et réussir dans n'importe quelle structure qui relève de son domaine				
24	Je serai rattrapé tôt ou tard si j'ai triché pour obtenir mon diplôme				
25	Bien qu'étant diplômé, j'ai besoin d'une formation professionnelle supplémentaire est nécessaire pour trouver un emploi				



**GUIDE D'ENTRETIEN POUR LES ETUDIANTS ET LES
ENSEIGNANTS L'UNIVERSITE DE YAOUNDE I**

Chers répondants,

Je suis un étudiant de Master inscrit à la Faculté des Sciences de l'Éducation de l'Université de Yaoundé 1. Je mène actuellement une recherche dont l'intitulé est **Mauvaises pratiques des examens et qualité des diplômés de l'Université de Yaoundé I**. Les réponses que vous fournirez seront utilisées uniquement à des fins de recherche dans la stricte confidentialité possible. **Merci pour votre participation**

- 1) Quelles sont les méthodes régulièrement utilisées par les étudiants pour tricher pendant les examens?

.....
.....

- 2) Quelles raisons les étudiants donnent-ils lorsqu'ils sont pris en flagrant délit de tricherie ?

.....
.....

- 3) Que faites-vous généralement lorsque vous attrapez un étudiant impliqué dans la tricherie pendant les examens?

.....
.....

- 4) Quel est votre avis sur ce qu'il y'a lieu de faire pour abolir la tricherie pendant les examens à l'Université?

.....
.....

MERCI POUR VOTRE COLLABORATIONS