



CAUSES AND CONSEQUENCES OF EXAMINATION MISSING SCRIPTS AMONGST UNDERGRADUATE STUDENTS OF NNAMDI AZIKIWE UNIVERSITY, AWKA

Offor, Ugochukwu Ifeyinwa, Ph.D and Patricia Ego Nwaru

Department of Educational Foundations, Nnamdi Azikiwe University, Awka

Abstract: This study examined Causes and Consequences of Examination missing Scripts amongst Undergraduate Students of Nnamdi Azikiwe University, Awka. Two research questions guided the study; descriptive survey research design was adopted for the study. The population of the study was 6092 200 level students. The sample comprised of 800 students of the university. The sample was composed using the simple random method. Data collected were analyzed using mean. Findings of the study showed that missing scripts among Nnamdi Azikiwe University Students were caused by several factors, which include among others as Lecturers and students factors. Carelessness, deliberate wickedness of some Lecturers, Students Carelessness, student deliberately hiding his script as a result of not preparing for the examination after marking attendance; Consequences of exam missing scripts amongst Unizik undergraduates are emotional stress, psychological stress, consenting to amoral advances from lecturers, loss of good grades, denial of good grades at graduation, repetition of class and economic losses and poor reputation to the University. The study concludes that if this issue of missing scripts of students is not properly curbed by the management staff of Nnamdi Aizkiwe University Awka, it will likely spell a bigger problem for the institution and its reputable image. Based on the findings, it is recommended that Students are sensitized on the need to confirm that the examination center they are entering is theirs on the examination date, and as well make sure that they fill in properly their personal details to avoid mix up that leads to loss of examination missing scripts.

INTRODUCTION

Examination is an important term that is related to education without which there might not be adequate measure of educational progress. For some, it is the test taken to show knowledge in a particular field after one must have been taught subjects or courses in the field. Whichever definition one chooses, it is believed that examination is a very important part of the education process and academia.

Examination by all standard and by global practice is an essential feature of every educational system because it is the structure for teaching, learning, and the students overall performance and successes are evaluated based on the examination results in the departments and institutions. The import of examination in a university system cannot be over emphasized, as it is a yardstick to evaluate students performance and decide if they attain the required

scholastic learning and knowledge standards (Ekundayo, Bamidele& Afolabi, 2023).It is observed that exams stimulate learners to compete with one another in order to meet up with the expectations of their parents, teachers and the society at large, and if examination is not conducted correctly and the outcomes are not reported precisely, the projected feedback may not yield the desired outcomes (Aniebo,2016). No matter how ambitious, admirable, laudable, or expansive the educational goals are or how well the school curriculum is designed, if no provision is made for accurate evaluation and reporting of learning achievement through an examination, these efforts will be in vain and will have a very negative consequences. Among the students, examinations motivate them to compete with one another in order to achieve the expectations of their parents and teachers (Akaranga & Ongong, 2013)

Contemporary Journal of Education and Development

An official Publication of Center for International Research Development

Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available <https://cirdjournal.com/index.php/cjed>; E-mail: journals@cirdjournal.com



Regrettably, examinations has continued to experience hitches in the country's educational sector due to issues of examination missing scripts experienced by undergraduate students across different universities in the country. Examination missing Scripts has been explained to mean the inability to locate the examination written sheet or script of a student, most especially when it is on record that the student took part in the examination, with the student name appearing in the attendance sheet for the said examination while the script is not found either during the marking and recording stage (Samilia, 2014). In other scenarios, it has been defined as a situation whereby a student's examination sheet or score could not be found at the point of allocating marks to the students (Emaikwu, 2012).

Undergraduate students are those students who are enrolled in a university, and are undertaking an undergraduate program in the university (Duru, 2019). In this context, Undergraduates of Nnamdi Azikiwe University Awka refers to those students who are undertaking undergraduate courses in any of the fourteen faculties of Namdi Azikiwe University Awka. These students in questions are fully enrolled in different courses of the university and are currently undergoing teachings in the university. Their duration of study varies and they are to graduate with different degrees ranging from BA, Bsc, BEd, etc.

In recent times, the issue of examination missing scripts has become a recurring decimal in different institutions spread across the country, and has continued to have a very negative impact on the students who are majorly on the receiving end of this serious menace. Studies shows that average of 5 out of 10 students in Nigeria Universities experience issue of missing examination throughout their stay in the university (Ekundayo, Bamidele & Afolabi, 2023). This issue is firmly established and has been associated with diverse causes and consequences among the students who are the primary victims and lecturers who sometimes are the enablers of this problem across Nigerian Universities.

However, and whichever way it is explained, what is known is that missing script has continued to be a menace for undergraduate students in the Universities, while bringing poor reputation to universities in which

prevalence of missing examination scripts exists. Studies has discussed and examined factors surrounding undergraduate's examination missing script and also attributed it to diverse causes such as the result of some certain lecturers pursuing a personal vendetta against a student, and sometimes a lecturer do so as a punitive measure against those who did not do their class works or did not buy their handouts. Apart from the afore mentioned causes, there has been other instances where lecturers boldly tell their students that anyone who fails to buy their text books and handouts will not see any result as a punishment for not buying their handouts. Other causes of missing scripts has been highlighted to include negligence on the part of lecturer, most especially those that are handling a large number of students and sometimes it occurs as a result of genuine errors of lecturers. These highlighted causes of examination missing scripts spells a serious problem for the students, the lecturers involved and the school management as the escalation of such issues will put the reputation of the university under serious spotlight (Jiu, 2019).

Apart from the mentioned causes, lousiness on the part of lecturer which could lead him to victimize a female student- an act which is popular in various universities has been attributed to the 75% cases of lecturer induced missing scripts (Emaikwu, 2012). More so, scripts are misplaced when they are marked in a non-conductive environment like drinking joints and beer parlors, script movement between lecturers who do team teaching could lead to insecurity of scripts and missing scores, carelessness on the part of the lecturer which could stem from the lecturer giving their scripts to unauthorized people to mark for them, and there are cases were students who did not write well in the examination refuses to submit their scripts and this also leads to missing of examination script.

In some Nigeria Universities, a sizeable fraction of university professors indulge in this sickness of sex for grades, bribes, missing response scripts, and scores, either directly or indirectly. It has been observed that some of these lecturers brazenly or routinely pre inform the students of the grades they would have in order to create prior awareness and advertisements for those who would perform poorly to beg for grades either in cash or kind.



Emaikwu (2012) claims that the purchase of a lecturer handouts or textbooks plays a significant role in choosing who would pass the lecturer's course. One is deemed to have failed the lecturer's course if he fails to buy the handout or textbook, at the very least, obtains an incomplete grade as a result of missing scripts.

In Nigeria, missing examination scripts of students have become very problematic and is ravaging in higher institutions across the six geo-political zones of the country. Okocha (2011) for instance agreed that there are situations where no matter how beautiful a student is, once a lecturer approaches her, and if she refuses, there are high chances of her script to get missing in an examination as a result of the lecturer's deliberate wickedness on the students due to her refusal of the sexual advances.

However, other cause has been attributed to misplacement of answer sheets by the lecturer, secretary recording the course or the course coordinator depending on the mode of operation of the school due to the professional ineptitude of the course lecturers. In different universities across the country, there has been reports of first class students experience of missing examination scripts and situations surrounding such. At Obafemi Awolowo University, A student narrated how two courses she passed in year two were given to him as a carryover course in his final year, and on his efforts to find out why it was recorded as a carryover course, he found out that his scripts were missing and not recorded; and in another interview, another graduate of University of Nigeria Nsukka recalled what happened in his final year, how one of his courses were intentionally removed from the pack by a Lecturer who suspected that he had interest in the same girl he- the lecturer was dating. All these cases, and numerous ones unreported had its toll on both the reputation of lecturers, departments and universities in general, while the students at the receiving end had to suffer and bear it.

While the anomaly of missing scripts in Universities exists, its numerous consequences can be discussed. There are consequences that has to do with the reputation of the university in which the issue of the missing scripts is occurring, another angle of the consequences has to do with the toll it takes on the psyche and emotions of the students and the last part of the consequences has to do with the consequence it has on the department of the

students and lecturers on whose course the script got missing.

In cases where students have missing scripts, they bear the brunt of it, as the university is left with no other option than to compel them to re-write the course as a carry over and they have to pay again for the unit cost of that particular course. Nonetheless, one must agree that it does not stop at just re-writing the course which is the mere surface of it- the affected student will have to shuttle between the present courses he or she is handling and the carry over course re-written, and in a case where the lecturer's residence is far and distance apart, the student bears the fatigue and other physical stress associated with the carry over which may not be directly his making. More so, there is an economic consequences associated with this, as the student affected with the carryover will have to squeeze out money from his meager resources to cater for text books, lecture materials for the carry over course and as well transportation, and all this contributes to have economic consequences on the budget of the students.

There are scenarios where students who are impacted by this horrifying incident typically experience severe psychological stress, feelings of hopelessness and powerlessness, as well as other associated spiral consequences on their study habits for subsequent exams- this situations has led to depression and subsequent death of some students depending on the students psychological strength and threshold (Oji,2021). In other cases many bright students have had their academic aspirations crushed because they were denied good grades and better class of degrees, which had a detrimental effect on their capacity to succeed academically. Numerous Nigerian campuses experience this, and the trend has recently gotten worse.

At the National Open University of Nigeria, a dilemma played out last year as regards missing scripts row in the higher institution of learning. Yakubu (2022) reports that some graduating students of the National Open University of Nigeria have kicked against paying the sum of 20,000 Naira imposed on them for their examination missing scripts to be remarked, and in turn then students has petitioned the minister of education to intervene in their matter or they risk staying an extra year in the university. Further probe in that scenario uncovered that some



students complained that they have about two to three of their examination scripts missing; some more than three. So, a student with three scripts missing is likely to incur around 60,000 naira for them to re-sit and re-write the exam and have their scripts marked. The implication of this scandal in the National Open University of Nigeria is numerous and multi dimensional as it does not only lend credence to the issue of financial stress carry-over has on the students, it also affects their self esteem and put the reputation of the school in poor taste and bad light.

Aniebo (2019) reported in a study that a student of a Federal University in the North Central part of Nigeria reported her missing scripts experience and the toll it had on her; according to Aniebo she said that "One of the problems she experienced in school is having a missing script issue in a course with high units; and she remembered vividly how she felt when she experienced such problem. She further explained that "I could feel tears running down my eyes when my class adviser told me that I had a missing script in a general school course, "STA211" a three unit course. The news came unexpectedly to me and it shattered my hopes. I have heard stories of similar experiences encountered by my friends and how tedious and frustrating it is to have a missing script. My CGPA was being slaughtered on the altar of missing script. Worst still, my name was omitted in the official grade book either by error or commission. I began to wonder why my name was omitted when I sat for the examination, signed the attendance sheet and even submitted my scripts appropriately. I even sat at the front row during the examination and my name starts with the letter 'A' thereby reducing the chances of having a missing script. The thought of having to register the course again and start all over to read and prepare for the examination, dropping a course to make up further frightened my mind making me to cry the more. I have never experienced such a thing before since I began schooling. Indeed, things fell apart".

From the way the scenario has been playing out in other universities, one of the student alleged that it is obvious that the school purposely withheld their examination to extort money from them, because it is a no brainer how the scripts of over 3000 students can be missing at same time (Yakubu, 2023). At Nnamdi Azikiwe University, similar

cases exist as student has reportedly had cases of missing examination scripts due to the lecturers negligence as it relates to handling of the examination scripts either by handing it over to another person to mark, record and return back ,or by marking the examination scripts by themselves; most recently, the issue of students mixing examination script has been on the increase as a result of female students refusal to bulge to male lecturers sexual advances. This has also had numerous associated effect on the students of Nnamdi Azikiwe University Awka and such issues ranges from psychological impact, to loss of academic grade and depression which all contributed to low performance in other courses of the students.

Thus, given the rising cases of examination script in higher institutions in Nigeria which is linked to multi-dimensional causes and its attendant consequences on the schools, students and lecturers, this present study examines such problem in Nnamdi Azikiwe University Awka.

Research Questions

The following research questions were posed to guide the study:

1. What are the causes of missing examination scripts among undergraduates of Nnamdi Azikiwe University Awka?.
2. What are the consequences of missing scripts among undergraduates of Nnamdi Azikiwe University Awka?

Method

Descriptive survey design was adopted in the study. The population of the study consisted of all the 200 level undergraduates of 2022/2023 academic session in the fourteen faculties in Nnamdi Azikiwe University, Awka. There total was 6092 200 level undergraduates. The 200 level students were involved in this study because majority of them have experienced examination missing scripts. The sample of the study was 800 undergraduates. In composing the sample, simple random sampling technique was used to select 10 out of 14 faculties. In the 10 selected faculties simple random sampling was used to select 2 departments from each of the 10 faculties. From each of the department, 40 undergraduates were selected; making a total of 80 undergraduates from each faculty. The instrument used in collecting data for the study was the structured questionnaire titled Examination Missing



Scripts Causes and Consequences. The questionnaire was validated by three experts, two in the area of sociology of education and the other in measurement and evaluation, all in Nnamdi Azikiwe University, Awka.

To establish the reliability of the instrument, trial testing method was used on 50 undergraduates of Chukwuemeka Odumegwu University, Igbariam outside the study area. The reliability was calculated using Cronbach Alpha for each of the subsections. At the end of the analysis, the scores obtained were 0.83 for causes of examination missing scripts among undergraduates of Nnamdi Azikiwe University, Awka against 0.81 for the consequences of missing scripts among undergraduates of Nnamdi Azikiwe University, Awka. The results showed high reliability of the instrument. The instrument has two parts, A and B. Part A sought information on the respondents. Part B sought information required to answer the research questions. It has 1 & 2 and these were concerned with information regarding research questions one and two. Part A contains

Research Question One:

What are the causes of missing examination scripts among undergraduates of Nnamdi Azikiwe University Awka?

The answer to this is presented in table 1

S/N	Items	\bar{X}	Dec
1	Missing Script is Caused by Lecturers Carelessness?	2.70	Agreed
2	Missing Scripts is Caused by deliberate wickedness of Lecturers?	3.0	Agreed
3	Missing Script is Caused by Students Carelessness?	2.80	Agreed
4	Missing Scripts is Caused by a student deliberately hiding his script after marking attendance?	3.10	Agreed
5	Missing Scripts is caused by non-digitalizing of exams by UNIZIK?	2.75	Agreed
6	Missing Scripts is Caused by Collation Staff Negligence?	2.90	Agreed
7	Missing Scripts is Caused by student's error in their registration number?	3.0	Agreed
8	Omission of missing script by secretary who types the score? Scripts Movement between lecturers who do	3.0	Agreed

12 items while part B also contains 15 items, making a total of 27 items. The four point response mode of strongly Agreed (SA = 4 points), Agree (A = 3 points), Disagree (D = 2 points) and Strongly Disagree (SD = 1 point) was adopted in the study. The questionnaire was administered to the respondents by the researchers with the help of 15 research assistants, who were paired for each of the 10 faculties. Administration of the questionnaire was done during the first semester of 2022/2023 academic session. All copies of the questionnaire distributed were collected back because of on the spot delivery method and collection technique applied. Mean was use to analyze the data. The four point response mode used, informed the use of mean 2.50 as the cut-off point for decision. The decision rule was that mean scores of items of 2.50 and above were regarded as positives while mean scores below 2.50 were regarded as negative.

Results



	team teaching could cause missing examination scripts?		Agreed
9	Scripts losses are caused by students who offer multiple combination courses and scores are recorded in wrong column?	3.0	
10	Missing script is caused by the inability of the students to follow the instructions to indicate individual information correctly?		Agreed
	Missing Scripts Occur when lecturers farm out student scripts to unauthorized people to handle?	1.89	
11	Examination Scripts are misplaced when they are marked in a beer parlor?		Agreed
	In multiple choice question, poor shading of computer sheets results in examination missing scores?	2.79	
12			Agreed
		3.0	
13			Agreed
		2.80	
14			Agreed
Total		3.0	
Cluster		40.73	
		/7	Agreed
		2.91	

Data in table 1 showed that respondents affirmed positively to the items with a mean score above 2.5. Stated clearly, the cluster mean of 2.91 indicates that respondents agreed to the fact that missing scripts among Nnamdi Azikiwe University Students is caused by several factors, and the factors to which they affirmed include Causes by

Lecturers Carelessness, deliberate wickedness of Lecturers, Students Carelessness, student deliberately hiding his script after marking attendance, non-digitalizing of exams by UNIZIK, Collation Staff Negligence and student's error in their registration number.



Research Question2: What are the consequences of examination missing scripts among undergraduates of Nnamdi Azikiwe University Awka?

Table2: The following are the consequences of missing scripts among UNIZIK undergraduates

S/N	Items	- X	Dec
1	Missing Examination Script denies student good grades?	3.5	Agreed
2	Missing Examination Script denies a student better class on graduation?	3.0	Agreed
3	Missing Examination Scripts gives the university poor reputation?	3.1	Agreed
4	Missing Examination Scripts causes students emotional stress?	2.87	Agreed
5	Missing Examination Scripts Causes student's psychological stress?	2.6	Agreed
6	Missing Examination Scripts Causes student delay in graduation and economic losses?	2.56	Agreed
7	Missing Examination Scripts causes a student to submit to the amoral wishes of a lecturer without consent?	2.71	Agreed
8	Missing Scripts Increases a student's cumulative credit carried		Agreed
	Missing examination scripts reduces a student's grade	3.0	
9	Students suffer economic losses paying for sitting for a missing script	2.90	Agreed
10			
		3.0	Agreed
Cluster		29.24	Agreed
		/ 10	
		2.92	

Data in table 2 shows that respondents affirmed that missing examination scripts among Nnamdi Azikiwe University Undergraduates has varying consequences. The cluster mean of 2.92 indicates that respondents agreed to the fact that missing exam scripts causes UNIZIK undergraduate students emotional stress, psychological stress, consenting to amoral advances from lecturers, loss of good grades, denial of good grades at graduation, repetition of class and economic losses and poor reputation to the University.

Discussion

The findings from the study revealed that missing scripts among Nnamdi Azikiwe University Students is caused by several factors, and the factors to which they affirmed include Caused by Lecturers Carelessness, deliberate wickedness of Lecturers, Students Carelessness, student

deliberately hiding his script after marking attendance, non-digitalizing of exams by UNIZIK, Collation Staff Negligence and student's error in their registration number. Other study has also examined the issue of missing scripts in universities and its findings support this present study. For instance, Emaikwu (2012) study found that incidence of missing scripts and scores in the university arises when the secretary who types results mistakenly omit some students vital details, when students do not follow instructions to indicate their individual information correctly and also due to careless attitude of lecturers during marking and scoring of scripts among other factors. In another study by Kiprono and Gichuchi (2021), the major causes of examination missing scripts could be attributed to lack of enforcement of proper examination procedure that revolves around lecturers



maintaining best global practices in handling students examination missing scripts and students handing their scripts to lecturers after examinations.

More so, the second finding of the study revealed that missing exam scripts causes UNIZIK undergraduate students emotional stress, psychological stress, consenting to amoral advances from lecturers, loss of good grades, denial of good grades at graduation, repetition of class and economic losses and poor reputation to the University. The study of Emaikwu (2012) however negates this present finding, as his study could not establish a relationship between missing scripts and negative consequences on the students. On the other hand, the study of Okere (2023) reported that missing examination scripts of students has psychological consequences on the students and diminishes their self esteem which in turn causes serious consequences on their overall academic performance. In another study, Ogwu and Azor (2019) found that examination missing scripts causes students lack of confidence and other related psychological issues and that only the use of Computer Based Test could sort the issue of examination missing scripts.

Conclusions

From the study, it is clear that the issue of missing scripts has become a recurring decimal in Nigeria higher education environment and has continued to constitute serious problems with dire consequences that take serious toll on the student's academic performance and psyche. Consequent upon that, it is safe to conclude that if this issue of missing scripts of students is not properly curbed by the management staff of Nnamdi Aizkiwe University Awka, it will likely spell a bigger problem for the institution and its reputable image. More so, students who are at the receiving end of this malaise of missing script has their self esteem diminished and their economy totally diminished, and puts the reputation of the school in poor taste.

Implications of the Study

The study is timely and highly significant in multi-dimensional ways- in that the study has been very successful in exposing the causes of missing scripts in Nnamdi Azikiwe University Awka in Anambra State. More so, the consequences of this menace of missing script has been uncovered in this study as well, and this gives pointer to the university management on the best possible

way to manage the issue to avoid the negative implications it has on the school and students alike.

Thus, if the recommendations of this study which is based on the findings of this study is properly implemented, it will help restore confidence on the part of the students and as well safe the university from reputation damage caused by students complaints on issues of missing scripts.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. That Students are sensitized on the need to confirm that the examination center they are entering is theirs on the examination date and as well make sure that they fill in properly their personal details to avoid mix up that leads to loss of examination missing scripts.
2. Students make sure that they submit their examination script to the right person collecting their scripts after their examination to avoid missing if submitted to the wrong hands.
3. University make stringent rules and punishment for both students and lecturers who are found to contribute to any issue of missing scripts in the university as a means of deterring others from engaging in such acts.
4. University Management sensitize the students from time to time on the negative impacts of them contributing to missing scripts and its consequences on them, and as well measures to reduce issues of missing scripts among them.
5. University Management Digitize examinations in order to reduce the issue of missing scripts among students since the world is now technologically driven.

References

- Akor,I (2021). How Examination Missing Scripts is Destroying Nigeria Students Self Esteem. *Journal of Humanities* Vol 4, Issue (6), 15-23.
- Aniebo, A (2022). *My Missing Script: A Peep into my Diary*. Aniebo Anthony Online Diary.
- Chinedu, D (2023). How to request for missing result remark in Universities. *Journal of Humanities and Social Behavior*, 4 (8),12-19.
- Ekundayo,H., Bamidele,O., and Afolabi, O (2023). Integrity and Transparency in Managing



Examination in Public Universities in Nigeria: The Role of School Administrators. *International Journal of Education, Learning and Development* Vol,11,No 19,pp.33-45,2023.

Emaikwu, S.O (2019).Conducting Examination in Nigerian Universities: The Quandary of missing scripts and scores. *International Journal of Academic Research in Progressive Education and Development* 1, (4), 137-153.

Kiprono, S and Gichuchi,Z (2021). Gaps in Examination Records Management Procedures: The Reasons for Missing Marks Syndrome in Universities in Kenya. *International Journal of Professional Practice (IJPP)* vol.9 Issues No 1, 2021.

Ogwu, E and Azor,R (2019).Computer-Based Test (CBT),Innovative Assessment Of Learning: Prospects And Constraints Among Undergraduates of University of Nigeria Nsukka. Retrieved from <https://open.library.okstate.edu/adect/chapter/computer-based-test-cbt-innovative-assessment-of-learning-prospects-and-constraints-among-undergraduates-in-u//>

Okara, V (2012).*When a university swims in politics*. The Nation March 09,2012 ,p.9.

Okere, O (2023). *Psychological Effect of Missing Exam Records and Other Issues on Students*.The Guardian Newspaper, August 2023,p.24.

Okocha,O.G (2011). *Sex for Marks: The Virus Destroying Nigerian Schools*. The News Nigeria, p.17.

Oji, K (2021).Missing Examination Scripts Still Ravaging Nigeria Higher Education System: Issues and Way Out.*Education in Nigeria Collections* p.21-18.

Orji, C (2012).*The mystery of examination missing scripts*.The Nation January,2012,p. 16.

Samaila, M (2014).The Dilemma of Missing Exam Scripts. Retrieved online from [http:// www.Dailytrust.com/the-dilemma-of-missing-exam-scripts//](http://www.Dailytrust.com/the-dilemma-of-missing-exam-scripts//)

Yakubu, A (2022). *What Causes Missing Results in Nigerian Universities*. Education Nairaland Website,2022.