

Effect of Certificate on Knowledge and Skills Acquisition in Nigeria: A Case Study of Some Selected Tertiary Institutions in Nasarawa State

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DOI: 10.56201/jpaswr.v7.no1.2022.pg1.16

Abstract

*The study identifies and examines the emerging gap between certificate, knowledge and skills acquisition in the Nigeria educational system especially at the tertiary level. The quality of every emerging nation to greatness is measured on the strength of its human capital development through the acquisition of formal education as Nigeria cannot be an exception. The main problem that triggered this study is to find out the emerging gap of having certificate without corresponding knowledge in Nigeria? The main objective of this study is to examine the effect of certificate without corresponding knowledge and skills in Nasarawa State, Nigeria. The study analyzes the objective of higher education, meaning and importance of examinations, causes and in-depth analysis of examination malpractices in Nigeria tertiary institutions. The study adopts **Human Capital Theory** as its theoretical framework. The study adopts both primary and secondary method of data collections as its methodology by using simple percentage formula. Using the sample size of 300 out of the entire population of (3030), comprises of staff of Nasarawa State Polytechnic, Lafia (545), College of Agriculture, Science and Technology Lafia (498) Nasarawa State University, Keffi (1015) and Federal Polytechnic, Nasarawa (972). The adoption of criterion means in answering the research questions through the adoption of five point likerts scale format. The finding reveals that the general effects of having certificate without knowledge and skills in Nasarawa State tertiary institutions include promotion of mediocrity, low productivity, lack of quality research, falling academic standard, poor value systems, self-deceit and incompetence in career development. It also showed that the major stakeholders in the education sector shared in the blame of examination malpractices. In view of this, it was however recommended that; the Nigeria education system must wage-war against promotion of mediocrity, low productivity or research, falling academic standard and value systems, self-deceit and incompetence in career development. Secondly the major stakeholders in the Nigeria education sector should not aid and abet examination malpractices. The study concluded that certificate without corresponding knowledge is responsible for the collapse in the educational and societal value system in Nigeria.*

Keywords: Certificate, Knowledge, Skill Acquisition, Tertiary Institution and Knowledge-based systems (KBSs)

INTRODUCTION

The concept of knowledge is as old as the history of mankind. Since history man has designed knowledge for the betterment of his environment. Knowledge in itself is science which is a systematic body of knowledge that involved the process which tries to answer the why, how and when question about social realities.

Idolor, (2018) linked “knowledge” with terms such as data information, intelligence, skill, experience, expertise ideas, intuition, or insight which depends on the context in which the words are used (1990, Merry & Clarke, 2008).

Alavi & Leidner, (2001) and Zack (1999), described knowledge as an object or ‘entity’ implies that it can be captured, stored and manipulated.

Coleman (1999) defined Knowledge Management (KM) as an umbrella term for wide variety of interdepends and interlocking function consist of knowledge creation, knowledge valuation and metrics, knowledge mapping and indexing, Knowledge transport, storage and distribution and knowledge sharing. Knowledge and certificate acquisition in Nigeria has taken a centre stage of national discourse especially at the tertiary institutions of the educational system. The concept of education is to acquire knowledge which is the search light of every emerging society marching towards growth and development. The quality of every emerging nation to greatness is measured on the strength of its human resources development through acquisition of formal education. Human capital development remained one of the vital components to employee job productivity and organizational performance since formal education system does not adequately provides specific job skills for a position in a particular organization (Malaolu & Ogbuabor, 2013).

Today, Nigeria has various stages of western educational institutions that teach both the western and traditional/religions knowledge which predates the colonial era. The major difference between the local form of acquiring knowledge and the modern form is the new innovation in education and the award of certificate which is found in the western/modern type of education. Certificate is said to be awarded to only candidate who is found worthy in learning and character”. Any certificate awarded without formal acquisition of knowledge becomes an abuse of the educational system. The phenomenon of awarding certificate without corresponding knowledge is said to be a reoccurring challenges in some tertiary institutions in Nasarawa state and beyond.

According to Ojo (2017) “tertiary institutions today, seen to produce graduates who are not sufficiently disciplined and equipped with the appropriate academic and professional skills”. These development is associated with corruption in the educational sector as the society at large continues to spread corruption around”. The study examined and analysed the objectives of higher education and importance of examinations which is the major pre-requisite in awarding certificates to students. The causes of examination malpractice are associated with the phenomenon of acquiring certificate without corresponding knowledge by some graduates of Nigeria tertiary institutions. Institutions of higher learning across the globe including Nasarawa state award certificates to their graduates as a certification of knowledge and skills acquisition without which it becomes abuse of process.

In attempt to promote tertiary institutions in Nasarawa State-Nigeria comparatively, the need to review the emerging gap in the process of acquiring certificate, knowledge and skills acquisition

has become imperative. The primary problem which triggered this study is to find out what is the effect of awarding certificate without corresponding knowledge and skill? This proposition is to answer whether certificates are sometime received in some tertiary institutions without corresponding knowledge and skill? The value attached to knowledge and certificate is to be guided properly to prevent any form of abuse. Causes of examination malpractices and certificate racketeering is to be overhauled in an attempt to correct the abnormalities in the educational system. Answers to the above statements is capable of providing working solutions to the emerging challenges.

RESEARCH QUESTIONS

1. What are the causes of acquiring certificate without corresponding knowledge in Nasarawa state?
2. What are the various ways/channels of awarding certificate without corresponding knowledge and skill?
3. What are the major effects of acquiring certificate without corresponding knowledge and skills in Nasarawa state?

OBJECTIVES OF THE STUDY

1. To analyze the causes of acquiring certificate without corresponding knowledge and skills in Nasarawa state.
2. To explore ways/channels of awarding certificate without corresponding knowledge and skill in Nasarawa state.
3. To examine the effect of awarding certificate without corresponding knowledge and skills.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

By conceptual understanding – knowledge is a concept that is attached to education while knowledge is the state of knowing or awareness. Educational system, whether traditional, non-formal or formal is to impact worthwhile knowledge for social order and development. Worthwhile knowledge irrespective of whichever way it is imparted in educational process, Peters (1970).

According to Encyclopedia of the science of Learning, Norbert, (2011) sees education as a careful process of initiating learner into the process.

Awolowo as cited by Enoch (1996) views knowledge through education as a systematic course of instruction giving intellectual and moral training to a person, bringing up of the young to grow and to bring out the best in them and to evolve an integral personality.

From the standpoint of view, knowledge involved the use of instruction through intellectual and moral training to produce a personality. Failure to go through rigours of these activities a student is not fit to be given a **certificate of attendance**.

Sir Ahmadu Bello cited by Enoch (1996) regards education as spiritual and cultural transmission of inherited traditions. The purpose of education is mainly intellectual and moral discipline as

well as transmitting the inherited aspects of our culture to all who attend formal educational setting. The realization of this noble ideal is lacking in most tertiary institutions of learning in Nigeria. Certificate acquisition by proxy is achievable through racketeering and involving in an examination malpractices and other sundry abuses.

Farfunwa (1995) as cited in Gbenga, before Laha (2008) defines education as the aggregate of all processes by which a child or young adult develop attitudes and other forms of behaviours which are positives for the society he lived in.

The above submissions all agreed to the fact that knowledge in education process is very necessary and vital for the transmission of cultures and values, also the development of young minds, factually knowledge is a two word syllables i.e “know” and “edge” which means to know and to have an edge in anything known.

Knowledge Management

In today’s world the application of knowledge management is widely seen as a competitive intangible asset within the management circle (Palacios and Garrigos, 2006). The effective use of knowledge management stimulates innovation and new ideas that is necessary for organizational growth. By this, any holder of certificate without its requisite knowledge is a counterfeit in educational process.

Ipe,2003, Hooff and Huysmans, (2009) said that knowledge management implementation and usage by organization must have a clear understanding on how knowledge is formed, disseminated and applied within organisations. The world is moving away from natural resources to a knowledge which is today based on research and development, skill and education given the technological advancement and globalisation (Friedman, 2005; Gulbranson and Audretsch, 2008).

Knowledge- based systems (KBSs) implement the heuristic human resources through specific techniques, procedures and mechanisms, in order to solve problems that do not have a traditional algorithmic solution. Compared to knowledge –based systems, knowledge management (KM) has a much broader scope, knowledge-based systems being an enabler of knowledge management

(Avram, 2005).

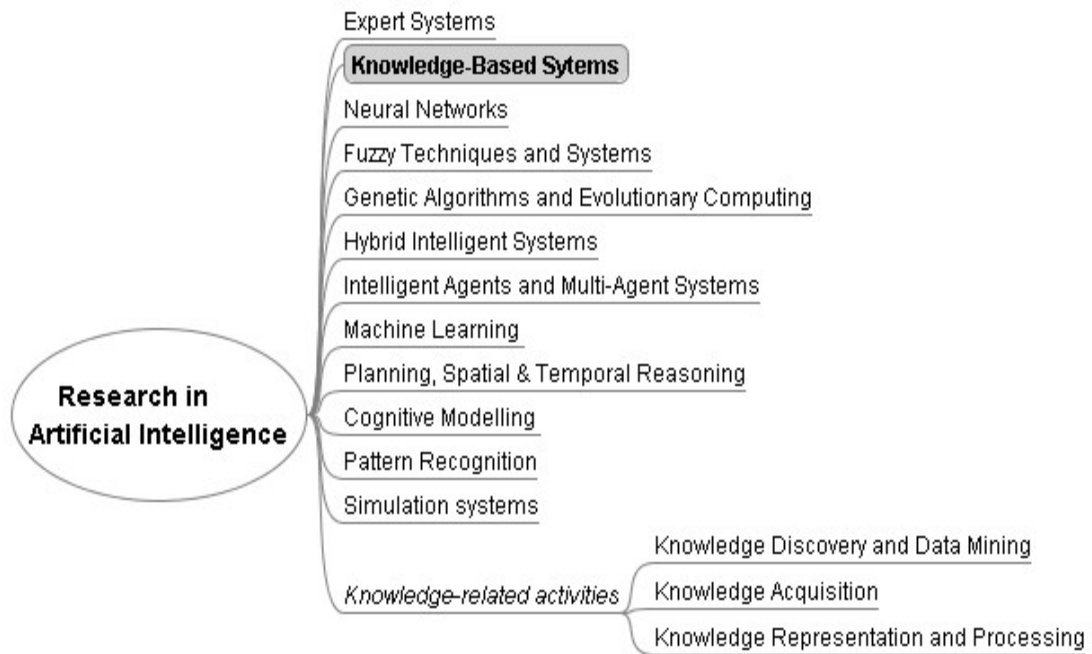
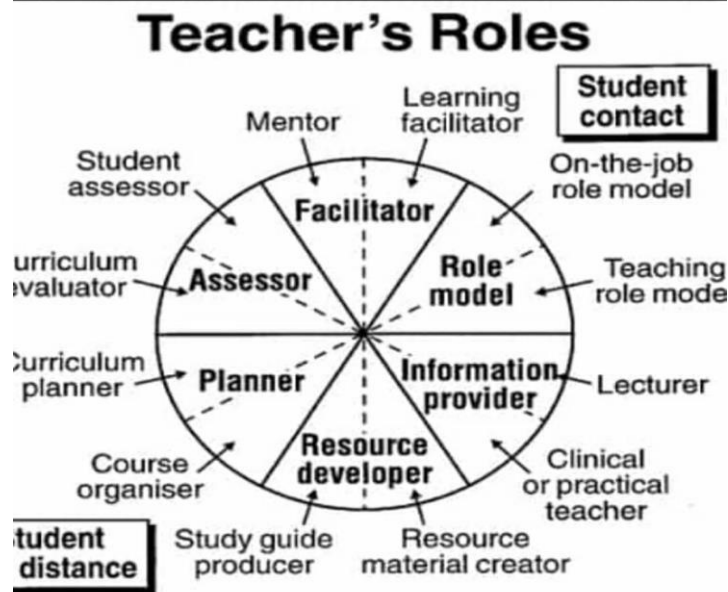


Figure 1: Research in Artificial Intelligence
 (based on the list of topics provided by
 the International Journal of Knowledge-
 Based and Intelligent Engineering Systems, 2004)



21st Century Student Outcomes and Support Systems

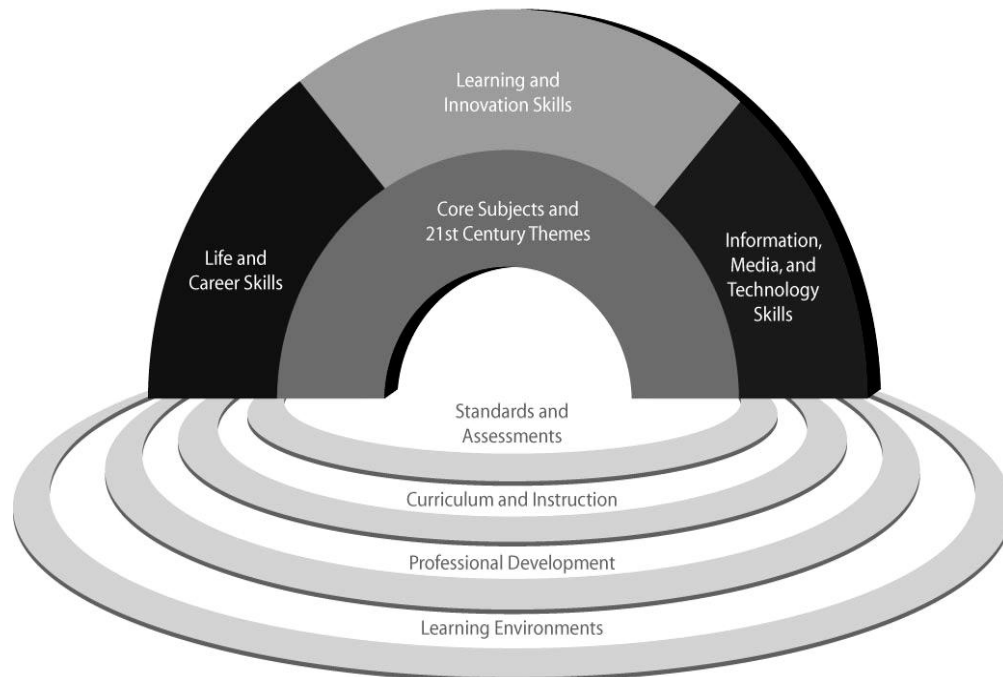


Figure 1: 21st Century Student Outcomes and Support Systems

(Source: P21 Framework Definitions, (2009))

Meaning and Importance of Examination

According to Oyetunde (2001) in Yakubu (2010) the term “examination” is used interchangeable with “test and assignment”. In the same vein Capper (1996) in Yakubu buttresses this statement by saying that examinations are tests or instrument or questions used to:

- (i) Certify and approve that a student has learned what was taught during a given period.
- (ii) Determine if a student has learned enough to justify promotion to the next class or
- (iii) Select students for a limited number of places at the next level of schooling.

Even when examination is an integral part of teaching and learning process, many prospective students and sponsors dislike it. Many preferred to be given certificate without going through the rigorous process of examinations, as shown through research and interface with many Nigerian students.

Indept Analysis of Examination Malpractice

Onkerharage (1993) defines examination malpractice as “any act or arrangement from which an examinee is programme to derive illegal and illicit advantage over and above other candidates in respect of some given examination”. This illicit act has become a serious social problem as it poses a great threat to the credibility and integrity of the entire educational system in Nigeria.

Examination malpractice in line with the above given definition could be viewed as any fraudulent practices that debases the sanctity of every known examination on ethics.

There are different forms of examination malpractice which may include: leakages, impersonation, collusion, swapping of scripts, assaulting examination invigilators, unruly behavior in the examination hall, aiding and abetting etc.

Examination malpractices can pose serious problem to the educational system thus:

1. It brings about wrong impression of the amount of knowledge, understanding or skill acquired by students. This is the clear case of obtaining certificate without corresponding knowledge or skill.
2. The basis of achieving objective comparison is defeated between and among candidates of an institution.
3. Promotes mediocrity and support laziness by discouraging hard work, which is the foundation of growth and progress.
4. Examination malpractice brings about self-deceit, whereby those who engage cannot make any right attempt to assess their level of competence and technical know-how in their chosen career.
5. It produces more consumers instead of producers leading to underdevelopment of a nation.
6. It can erode public confidence in examination and the entire educational system.

Causes of Examination Malpractice

The causes of examination malpractice according to Bum (2001) in Yakubu (2010) is grouped into four (4) categories as thus:

- a. Society-related factors: This associated with undue emphasis on certificates, lack of enough and qualified staff, laxity in prosecuting offenders and inadequate funding
- b. Institution-related factors: This also associated with lack of conducive examination environment and poor invigilators.
- c. Teachers-related factors: That teacher's lack commitment thereby affecting students' performance.
- d. Learner-related factors: When candidates run short of preparation and fear of failure by students.

Going by the above causes, all stakeholders have in one way or the other contributed knowingly or unknowingly to the problem of examination malpractice in our tertiary institutions in Nasarawa state and beyond.

Objective of Higher Education

The post-secondary education otherwise known as higher education which are made up of College of Education, Polytechnics, Universities etc. Below are the main objectives of higher education in line with the National Policy of Education (NPE), (2004 reversed) thus:

1. The acquisition, development and inculcation of the proper value – orientations for the

- survival of the individual and society
2. The development of the intellectual capacities of individuals to understand and appreciate their environment.
 3. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
 4. The acquisition of an objective – view of the local external environments.

The Nigeria institutions of higher learning has the ultimate mandate to pursue their goals through teaching, research and dissemination of existing information

THEORETICAL FRAMEWORK

This study further hinged on “**human capital theory**” Ogheneyoma, H.E and Aigbepue, S (2020) in Schultz, (1971) that viewed the theory as the process of educating and training prospective human resources through investment in their skills and competences. The certification of knowledge acquisition through this investment on human capital development helps in quality of decision as its major returns in the process. According to the human capital theory, more educated and skilled employees made it easier for every organization to adopt and implement new technologies, thereby reinforcing returns on education and training. The theory shows how education leads to improvement in productivity and efficiency of employees by increasing the level of their cognitive skills (Ogheneyoma and Aigbepue (2020). Investment in human capital is considered as provision made to education.

METHODOLOGY

This study uses descriptive survey to empirically investigate by statistically using frequency tables, to examining and analysing the effects of certificate on knowledge and skills acquisition in Nasarawa state which consist of four (4) selected tertiary institutions in Nasarawa state namely ; Nasarawa state Polytechnic Lafia (Naspoly) =N₁ College of Agriculture, Science and Technology (COAST) =N₂, Nasarawa State University Keffi (NSUK)= N₃ and Federal Polytechnic, Nasarawa (Fedpoly) =N₄ with a population of N=3030 of both Academic and Non-Academic staff with Naspoly=545,COAST=498.NSUK=1015 and Fedpoly=972 (**Source: Establishment Units 2019**) to arrive at sample size (n). since the population are unequal, the study used sample size allocation strategies to select sample by using proportional allocation strategies with $n_a = n/N, N_a$ where N_a is the stratum size of each institution.

Thus, a Sample size of (300) was retrieved out of the 303 questionnaires distributed, using simple percentage formula. The application of criterion means in answering the research questions through the adoption of five point likerts scale format, methods was used.

Population =3030: (Simple percentage method):

$$3030/100 \times 10 = 303$$

Sample size=303

Sampling Technique= The study used simple random sampling technique methods

Research Design=: The study adopted descriptive survey research design. This survey design approach is concerned with describing and explaining events as they are without the researcher manipulating what is being studied (Ogunrin &Adekunle,2017).

RESULT AND DISCUSSIONS

A total of 303 questionnaires were administered and 300 copies of the questionnaires were retrieved and used for this research work. The responses were analysed and presented in line with the formulated objective of the study.

Table1: Shows Demographic Information of the respondents

S/N	Variable	Category	Frequency	Percentage(%)	MEAN
1.	GENDER	Female	74	24.7	
		FEMALE	226	75.3	
		MISSING			
		TOTAL	300	100.0	
2.	AGE	18-24 YEARS	11	3.7	
		25-34 YEARS	104	34.7	
		35-44 YEARS	107	35.7	
		45-54 YEARS	67	22.3	
		55 YEARS & ABOVE	11	3.7	
		MISSING			
		TOTAL	300	100	
3.	MARITAL STATUS	SINGLE	100	33.3	
		MARRIED	180	60.0	
		DIVORCED			
		WIDOW	20	6.7	
		MISSING			
		TOTAL	300	100	
4.	LENGTH OF SERVICE	1-5 YEARS	77	25.7	
		6-10 YEARS	58	19.3	
		11-25 YEARS	154	51.3	
		26-35 YEARS	4	1.3	
		ABOVE 35 YEARS			
		MISSING			
		TOTAL	300	100	
5.	EDUCATIONAL QUALIFICATIONS	SSCE	8	2.7	
		DIPLOMA/ND	80	26.7	
		HND/BSC	119	39.7	
		POST GRADUATE	89	29.7	
		MISSING			
		TOTAL	300	100	

Source: Field survey, May 2019

Table one show that 75.3% of the respondents are male and 24.7% are female. This show that the

highest number of questionnaires was presented and retrieved from male respondents. With respect to age, 35.7% of respondents were from age-group of 35-44 years, 34.7% were 25-34 years, 22.3% were also from 45-54 years while 33.7% of respondents shared equal opportunity each from 18-24 years and 55 and above years respectively as part of demographic data, the marital status of the respondents with 60% were married while 33.3% and 6.7% were singles and widowed marital status. Considering the year of service of the various respondents 51.3% were in the category of 11-25 years while 25.7% and 19.3% were in the staff between 1-5 years and 6-10 years of service into various institutions. Also having 1.3% of 26-35 years of service as 2.3% stands for respondents that decline to identify their years of service. Finally, the analysis on the educational qualifications of respondents show that 39.7% represent HND and BSC Holders, 29.7% PAD/MSC/PHD Holders, also with 26.7% stood in for DIP/ND/NCE category and 2.7% respondents were SSCE holder with (1.3) invalid respondents.

Table 2: Causes of Examination Malpractice and Certificate Racketeering in Nasarawa State Tertiary Institutions.

S/NO.	Statement	SA	A	N	SD	D	Total
6.	Undue emphasis on certificate by the society causes examination malpractice	110 (36.7%)	122 (40.7%)	8 (2.7%)	18 (6.0%)	34 (11.3%)	292 (97.3%) 8(2.7%) missing 300(100%)
7.	Certificate is more important than knowledge						
8.	Lack of enough and qualified staff is responsible for misconduct during examination	71 (23.7%)	154 (51.3%)	33 (11.0%)	15 (5.0%)	27 (9.0%)	300 (100%)
9.	Lack of prosecuting offenders lead to problem of examination malpractice and certificate racketeering	130 (43.3%)	129 (43.0%)	8 (2.7%)	26 (8.7%)	7 (2.3%)	300 (100%)
10.	Lack of conducive examination halls with unserious invigilators cause students to misbehave at examination venue	102 (34.0%)	126 (42.0%)	38 (12.7%)	22 (7.3%)	4 (1.3%)	292 (97.3%) 8(2.7%) missing 300(100%)
11.	Lack of commitment by lecturers and poor teaching aid exposes students to practice examination malpractice	93 (31.0%)	169 (56.3%)	8 (2.7%)	7 (2.3%)	19 (6.3%)	296 (98.7%) 4(1.7%) 300(100%)

12.	Monetisation of certificate and academic performance is caused by certificate racketeering	95 (31.7%)	185 (61.7%)	8 (2.7%)	4 (1.3)	8 (2.7%)	300 (100%)
13.	Aiding and abetting encouraged examination malpractice	114 (38.0%)	156 (52.0%)	19 (6.3%)	11 (3.7%)	- -	300 (100%)
14.	Society should be blamed and not the students for examination malpractice	36 (10.7%)	68 (22.7%)	23 (7.7%)	77 (25.7%)	100 (33.3%)	300 (100%)
15.	Lack of enough and qualified staff is not responsible for examination misconduct	74 (24.7%)	58 (19.3%)	23 (7.7%)	49 (16.3%)	96 (32.0%)	300 (100%)
16.	Conducive hall/venue may change students behavior during examination	109 (36.3%)	111 (37.0%)	14 (4.7%)	12 (4.0%)	43 (14.3%)	289 (96.3%) 11 (3.7%) 300(100%)

Source: Field survey, May 2019

From table 2 above a cursory look reveals the major causes of examination malpractices to be attributed to society having undue emphasis on certificate. It further shows that knowledge is more important than certificate 51.3% agreed that examination misconduct is sometime caused by lack of enough and qualified staff. The respondents reviewed the problem of examination malpractice and certificate racketeering as a result of lack prosecuting offenders. The majority of respondents agreed that lack of conducive examination venue, unserious invigilators, poor teaching method and aids exposed students to engage on examination malpractice. Monetization of certificate and academic performance cause certificate racketeering in tertiary institutions. The respondents agreed that aiding and abetting encouraged examination malpractices, while society should not be beamed for examination misconduct. The respondents also disagreed that lack of enough and qualified staff cannot cause examination misconduct. That conducive examination venue/ hall may change students' behaviours during examination. As more respondents also agreed that admission and certificate racketeering has been the major cause of examination malpractice.

Table 3: Channels/ ways of awarding certificate without corresponding knowledge in Nasarawa state Tertiary institutions.

S/NO.	Statement	SA	A	N	SD	D	Total
17.	Admission and certificate racketeering	100 (33.3%)	169 (56.3%)	27 (9.0%)	4 (1.3%)		300 (100%)

18.	Lobbying with money for marks	152 (50.7%)	140 (46.7%)	4 (1.3%)	4 (1.3%)		300 (100%)
19.	Alteration of examination scores/records	102 (34.0%)	153 (51.0%)	23 (7.75%)	4 (1.3%)	11 (3.7%)	293 (97.7%) 7(2.3%) missing 300(100%)
20.	Sexual harassment /advances	92 (30.7%)	174 (58.0%)	15 (5.0%)	15 (5.0%)	4 (1.3%)	300 (100%)
21.	Practice of typing students' academic performances and success to buying of textbooks	71 (23.7%)	183 (61.0%)	34 (11.3%)	12 (4.0%)		300 (100%)
22.	Compelling through monetization of final year students' project writing by some lecturers	104 (34.7%)	180 (60.0%)	8 (2.7%)	4 (1.3%)		296 (98.7%) 4(1.3%) 300(100%)
23.	Selling of marks for highest bidders	92 (30.7%)	174 (58.0%)	19 (6.3%)	4 (1.3%)	11 (3.7%)	300 (100%)
24.	Tribalism/religious sentiment in awarding scores/results	80 (26.7%)	143 (47.7%)	55 (18.3%)	12 (4.0%)	10 (3.3%)	300 (100%)
25.	Follow up request to assist students after examination	105 (35.0%)	166 (55.3%)	14 (4.7%)	11 (3.7%)		296 (98.7%) 4(1.3%) 300(100%)

Source: Field survey, May 2019

Table 3 shows that most respondents acknowledged that lobbying with money for marks 50.7% alteration of examination scores/records and sexual harassment 58.0% as the various ways for awarding certificate with corresponding knowledge and skills. In view of the above, majority of respondents identified extortion through buying of textbooks, project writing and selling of marks for highest bidders as some major channels of certification of students.

Table 4: Effects of awarding certificate without corresponding knowledge and skills in Nasarawa State tertiary institutions.

	Statement	SA	A	N	SD	D	Total
26	Do you think awarding certificate without knowledge promotes mediocrity and lazy consumers without production ?	180 (60.3%)	76 (25.3%)	11 (3.7%)	20 (6.7%)		288 (96.0) 4(1.3%) missing 300(100%))

27.	Has certificate without knowledge lead to low productivity ?	182 (60.7%)	94 (31.3%)	4 (1.3%)	20 (6.7%)		300 (100%)
28.	Do you accept that certificate without knowledge is responsible for the falling standard of learning?	229 (76.3%)	39 (13.3%)	8 (2.7%)	4 (1.3%)	20 (6.7%)	300 (100%)
29.	Certificate racketeering reduced value for knowledge	130 (43.3%)	134 (44.7%)	20 (6.7%)	16 (5.3%)		300 (100%)
30.	Self-deceit and in complete in various careers	104 (34.7%)	132 (44.0%)	29 (9.7%)	8 (2.7%)	20 (6.7%)	293 (97.7%) 7 (2.3%) missing 300(100%)
31.	Inadequate certification causes low quality research	152 (50.7%)	81 (27.0%)	22 (7.3%)	8 (2.7%)	22 (7.3%)	285 (95.0%) 15(5.0%) missing 300(100%)
32.	Certificate is more important than knowledge	23 (7.7%)	35 (11.7%)	4 (1.3%)	177 (59.0%)	54 (18.0%)	293 (97.7%) 7(2.3%) missing 300(100%)
33.	Certificate and knowledge without skills increases production	37 (12.3%)	22 (7.3%)	19 (6.3%)	91 (30.3%)	127 (42.3%)	296 (98.7%) 4(1.3%) Missing 300(100%)
34.	The falling academic standard of learning is as a result of certificate without knowledge and skills	28 (9.3%)	72 (24.0%)	63 (21.0%)	47 (15.7%)	90 (30.0%)	300 (100%)

35.	Quality research is not always a product of proper certification of students in schools	30 (10.0%)	80 (27.3%)	25 (8.3%)	38 (12.7%)	125 (41.7%)	300 (100%)
36.	Certificate acquisition is not necessary in the presence of knowledge and skills	23 (7.7%)	117 (39.0%)	48 (16.0%)	64 (21.3%)	44 (14.7%)	296 (98.7%) 4(1.3%) missing 300(100%)
37.	Knowledge and skills acquisition may not be necessary in the presence of certificate	19 (6.3%)	75 (25.0%)	38 (12.7%)	91 (30.3%)	69 (23.0%)	292 (97.3%) 8(2.7%) Missing 300(100%)

Source: Field survey, May 2019

From Table 4 above, majority of respondents agreed that the major effect of having certificate without corresponding knowledge has to do with promotion of mediocrity and lazy consumers without production. That 60.7% respondents strongly agreed that certificate without knowledge also lead to low productivity. The falling standard of learning is also as result of certificate without knowledge. It as be affirmed that certificate racketeering reduced valued in the society as well as self-deceit and incompetent various careers has become one major effect of acquiring certificate without knowledge and skills. Majority also agreed that low quality research is as the result of inadequate certification. Respondent mostly disagreed that certificate and knowledge without skills cannot increase production. In most cases quality research may not necessary be as the result of proper certification while certificate acquisition is not necessary presences of knowledge and skills.

RESEARCH FINDINGS

1. That the general effects of having certificate without knowledge in Nasarawa State tertiary institutions include promotion of mediocrity, low productivity, lack of quality research, falling academic standard, poor value systems, self-deceit and incompetence in career development.
2. -That the causes of examination malpractice and certificate racketeering is high in Nasarawa State tertiary institutions due to preference of certificate to knowledge and skills.
3. That the extent of value system erosion is very high which has contributed to lack of growth and progress.
4. That the use of admission/certificate racketeering, money alteration of marks, sex for marks and tying students' performances and successes to buying of textbooks has become major channels of awarding certificate without corresponding knowledge.
5. That the culture of hard work and reward system is no longer in existence and encouraged over the years.

6. That the major stakeholders in the education sector shared in the blame of examination malpractices.

RECOMMENDATIONS

1. The Nigeria education system must wage-war against the promotion of mediocrity, low productivity or research, falling academic standard and value systems, self-deceit and incompetence in career development.
2. The problem of Examination Malpractices and Certificate racketeering must be dealt with to get-rid of this menace that has eaten deep into the educational system over the years.
3. The right value system must be internalized and inculcated among the Nigerian graduates of tertiary institutions.
4. Knowledge and certificate acquisition must be properly certificated in line with global best practices.
5. Scholarship award and other encouragements should be given to students as a reward of hard work and commitment to academic excellence.
6. Major stakeholders in the Nigeria education sector should not aid and abet examination malpractices.

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