

# What is this thing called ‘Area of Concentration’ in Academia? Is it as a result of the Teaching Methodologies OR Assessment Criterion? What about quality of Education?

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## ABSTRACT

The study was explorative in nature incorporating a qualitative paradigm and involving semi-structured key informant interviews. The purpose of this study was to explore and also sought explanation to this new trend or phenomenon referred to as ‘Area of Concentration’ which students demand just before sitting for examinations. Purposive sampling will used to select lectures to be interviewed and stratified sampling will be used for students. A sample size of 180 student from a total of 200 key informant interviews was used. During data collection, both primary and secondary data were collected will be employed. In-depth interviews, case-studies and questionnaires. SPSS (Statistical Package for Social Sciences) was used as to analyse data in the form of graphs and charts. The findings of the study included among others; suggested Strategies by both lecturers and students to minimise academic dishonesty such as taking stringent measures against offenders; thorough and strict marking; teaching students about how to cite sources of information and improving the provision of reading resources.

**Keywords:** Area of Concentration in Academia, Teaching Methodologies and Quality

## INTRODUCTION

Quality higher education is considered as one of the major elements that guarantee sustainable economic and social development at the national and regional levels of a given economy or a country. Furthermore, the Examination system in any learning institution is the main source to judge the academic level of that institution. Examination is defined as a formal test of one’s knowledge or ability in a particular subject especially by means of answering questions or practical exercises. Therefore, it is through examination that students are evaluated or tested to find out the quality of knowledge they have acquired within a specific period (Solomon J. Anzene; 2014). Although students’ performance in examination may not be the true reflection of their ability, till date however, examination still remains the best tool for an objective assessment and evaluation of what a learner has achieved after a period of schooling/training. In fact, it is one of the most reliable indicators used to determine the extent of students’ performance in a given training. One can simply say that the quality of any institution depends upon the quality of examination system.

Bashir, Lockheed, Ninan and Tan (2018), Buchori, Setyosari, Dasna, Degeng and Sa’dijah (2017), McMullen, 2009; Shehzad, Razzaq, Dahri, & Shah, (2019). Postulates that Pedagogical practice and instructor knowledge play a critical role in increasing student learning. They argue that these practices help both the learner and the facilitator to achieve learning outcomes. Most of these are used all over the world and can help students acquire information and take an active role in the learning process.

However, every year students are subjected to sit and write these examinations. Assessments of students all over the world are based on the content of the curriculum or syllabi. This has been a practise for many

Universities over the years. However, just before examination, students have demanded to know tips of the exams, heads- up, focus areas, hints and tip-off, which topics to study or admonishments, all summing up to what they call as ‘Areas of Concentration’ in order to study and pass these exams. This is a very new trend or phenomenon in the preparation culture of students. It is not even known as to why this is so. If this trend continues with no evidence that could be used to correct this deviation, we may have students who can only know and do piece meal and most institutions will not add value to the quality of practionnaires following graduations. Thus, in this paper the researchers want to explore AND understand this new trend or phenomenon which students refer to as ‘Area of Concentration’ in academia.

### **Problem Statement**

A proper understanding and exploration of what learners refer to as ‘Area of concentration’ need to be interrogated. Universities all over the world have and are migrating from traditional teaching to modern ways of impacting knowledge to learners. Higher educational Authority (HEA) for instance in Zambia is mandate ‘to coordinate, regulate, supervise and monitor standards of higher education in Zambia. Meaning that they ensure that our learners have quality education including the educator. Universities and their educators conform to the requirements of HEA in order to give quality education to our learner’. The questions which still needs to be answered is, why do our learners’ ask for ‘Area of concentration’, is it as a result of the teaching methodologies or assessment criterion? And how does this impact quality of education?

### **Study Objectives**

#### **Main Objectives**

- To explore the reasons why learners’ demand for what the call ‘Area of concentration’ before examinations

#### **Specific objectives**

- To explore the reasons why learners’ demand for what the call ‘Area of concentration’ before examinations
- To describe the different teaching methodologies and assessment criterion available for all learners’ in higher institutions of learning.
- To understand the impact of quality in higher learning institutions on students.

### **Research Questions**

- Why do learners’ demand for ‘Area of concentration’ when lectures’ have taught and completed the syllabi and assessments are based on the same syllabi.
- Is an entitlement that our learners’ should demand for ‘Area of concentration’
- How does these impact quality of education in higher learning institutions.

## **LITERATURE-THEORIES OF LEARNING**

The role of tertiary institution in the development of a nation is very crucial. Usually teachers, lecturers or educators are the backbone of the delivery system in education. ‘Education is one of the basic needs for human development and to escape from poverty’ (Sivakumar & Sarvalingam, 2010, p. 20), and it is necessary for national development and a prosperous society.

For various reasons, the quality of higher education in Africa has declined since the 1980s. By the mid-

1990s, the level of quality had fallen so low that all stakeholders in higher education, including institutions, governments, and donors agreed on the need and urgency of taking sustainable actions to reverse this trend and revitalize higher education. This situation had been used as a rationale for the organisation of the 1998 World Conference on Higher Education by UNESCO and its partners. (Juma Shabani, Peter. A. Okebukola & Olusola Oyewole; 2014). Several initiatives had followed to implement the recommendations of that 1998 conference. They include: (a) the revision of the conventions for mutual recognition of degrees and periods of studies, (b) harmonisation of higher education programmes and qualifications, (c) establishment of quality assurance agencies, (d) and capacity building in the fields of quality assurance and teaching and learning in higher education. Recommendations from the 2009 World Conference on Higher Education held in Paris included; (a) expanding access to higher education while ensuring quality, equity, and relevance, (b) establishing and/or strengthening quality assurance systems and higher education and research spaces, (c) and promoting regional and international mobility of students and academic staff.

In addition to this, there are quite a number of studies that have been done in terms of assessments of students and quality of education. Interesting, out of all the stakeholders of academic institutions, students are considered to be the most important of all. The bridge academic institution with external stakeholders i.e. parents, employers, society. In order to get best from external stakeholders it is important that academic institutions should give them best students who become source of pride for the institute. (Mubbsher .M, khan .I. Ahmed & Muhammd .M. Nawaz; 2011). Assessment of learners' is a significant component of effective teaching and learning (Webber and Tschepikow; 2012). They Assessment ascertains the extent to which educational learning outcomes are achieved and how students master the concepts taught (Clever Ndebele & Cosmas Maphosa: 2016). The need for 'modernising' methods of teaching/ learning at higher institutions levels cannot be overemphasised.

Noel Entwistle (2000) Emphasizes on the need of teaching-learning environment that encourages effective learning. Marshall, S. J. (1998) emphasises the need for quality of education and development. Furthermore, Harvey and Green (1993) have suggested, 'quality' can mean a number of things: 'excellence', 'perfection' (or consistency), 'fitness for purpose', 'value for money', and 'transformation'. If quality of education can be viewed from these angles, then giving students which they demand as 'area of concentration' may compromise on quality. Why is this so? This is because students will only study and memorise as well as 'concentrate' on those 'areas', thus limiting them from reading widely and understanding key concepts.

There are several teaching methodologies practiced in the universities (Gadiya and Chandra 2014, Salati and Chandra 2014). Every teacher is unique in his/her own way of teaching. Allen H. Miller, Bradford W. Imrie, Kevin Cox (1998), looks at the importance of higher education teachers with an overview of the many approaches to setting, marking and reviewing coursework, assignments, tests and examinations used in programmes for certificates, diplomas, first degrees or higher degrees. They discuss the strong influence that assessment has on the way students approach their learning tasks. Furthermore, Lozano, R., Merrill, M., Sammalisto, K., Ceulemans, K., & Lozano, F. (2017) argues that for the past decades higher institute of education have managed to improve in the knowledge dissemination to their learners' by using all forms of teaching methodologies which are sustainable for development in Higher Education. the use of active learning methods for addressing the legitimacy and practicability of an introductory course on sustainability in business, the application of Bloom's Taxonomy of Educational Objectives, systems thinking and interdisciplinary approaches, pedagogical innovations that provide interactive, experiential, transformative, and real-world learning, all these are different approaches or methods of impacting knowledge to our learners', that have been used the past decade. Somervell, H. (1993) takes about a more and deep different process of assessment and learning.

Studies and research on learning strategies have shown that students may adopt more than one learning strategy since the different academic tasks and their nature require different processing strategies, which

range from simple to more complex strategies. Pennequin, Sorel, Nanty, & Fontaine, 2010; Muelas & Navarro, 2015; Pinto, Bigozzi, Vettori, & Vezzani, 2018; Tan, 2019) argues that the learning strategies could be a good predictor of academic achievement.

Other authors have conducted research on learning strategies and how they impact on a student's performance. Among the many includes; Vega-Hernandez, Patino-Alonso, Cabello, Galindo-Villardón and Fernandez-Berrocal (2017) identified three main categories of learning strategies: cognitive and learning control strategies, learning support strategies and study habits.

Furthermore, Montero and Arizmendiarieta (2017) explicated 10 learning strategies, Lopez (2010) identified seven learning strategies, Muelas and Navarro (2015) classified strategies into four main categories (i.e. information acquisition strategies, information coding strategies, information retrieval strategies and processing support strategies).

All the above studies have proven that students are able to retain what they learn and perform better in their assessment. In today's world lecturers or facilitators use multiple ways to impart knowledge in our learners.

Knight, P. T. (2002) takes a different view and states that while all assessments involve questions about validity, reliability, usefulness and cost, different assessment intentions lead to such different answers that there is a strong case for regarding feed out and feedback assessment as different systems. When the intention is to create feedback, learners need to be willing participants who disclose their uncertainties, errors and lacunae. He emphasizes on the importance of assessment system to enable a proper learning and feedback to the process of learning from the learners'. In other words, if higher learning institutions have a proper feedback system, perhaps this thing called 'area of concentration' might minimise. However, institutions of higher learning today often get feedback from their learner'. Most and useable method is a questionnaire which contains questions like; were you given the course descriptor and did the lecture complete the syllabus? Lecture's ability to impart knowledge etc.

With all these elements at the disposal of a learner, they still demand to know what topic the lecturer will assess them on and to what extent should they study. They call this 'Area of Concentration'. What about quality of education? There is voluminous literature that characterises "student learning." Psychologists contend that new knowledge and skills may be acquired through different processes of learning and learning theories such as; behaviourist, cognitivist, constructivist, humanists, social and situational and connectivist. In other words, these approaches have the virtue of highlighting a crucial aspect of learning-observable changes in behaviour, skills and habits. In addition to this Gardner (1983) challenged cognitive science and the traditional beliefs in the field of education. Gardner contends that education is about making people understand the world, not because the world is fascinating but the human mind is curious, but understand it so that they will be positioned to make it a better place. He also argued that knowledge is not the same as morality, but we need to understand if we are avoid mistakes and move in a productive directions; and for that matter, an important part of that understanding is knowing who we are and what we can do. He added that ultimately, we must synthesis our understanding for ourselves since it is human being in an imperfect world which can affect for good or for ill (Gardner;1999). The nine multiple intelligences that he started namely; Linguistic, Logical/Mathematical, Bodily/Kinaesthetic, Spatial, Naturalist, Interpersonal, Interpersonal and Existential intelligence, that a person possess indicates not only a person's capabilities, but also the manner of methods in which the person prefers to learn and develop his/her strengths, and also to overcome his/her weakness. Gardner's talks about understanding the learners' as educators and knowing the different types of imparting knowledge to the learners.

Learning styles have been construed in different ways but traditionally have been regarded as relatively stable. In contrast, the "student approaches to learning" perspective tends to assume that approaches to studying are contextually driven (Richardson, J. T. E. 2011). The teachers teaching styles may or may be

consistent with their learning styles. The teachers teach the way they learned (Dunn and Dunn's 1979). However, Koppleman (1980) commented that there is a lack of research concerning the influence of a person's learning style on their teaching style. Analysing learners' characteristics is an important preliminary step in learning and teaching design. Specifically, it aids in the selection and adoption of suitable teaching method/s and developing appropriate learning materials. Learner background, learning preferences and learning styles are examples of these characteristics. Because each learner has individual characteristics, adjusting instruction (learning and teaching) to meet these characteristics would help each learner excel in his/her study. In other words, recognizing a learner's learning style would enhance the quality of education, making it more appropriate for that individual learner. Learning style can be defined as the way in which a learner perceives and processes information (Dawood Al Hamdani; 2014).

Heimlich (1990) in an attempt to describe an individual's teaching style, defined two domains, sensitivity and inclusion. The sensitivity domain is based on the ability of the teacher to sense the shared characteristics of the learners. The inclusion domain is based on the teacher's willingness and ability to utilize instructional strategies that take advantage of the group's characteristics. (Ram Chandra, K.M. Salati & Ashok K Gadiya; 2015).

Major research findings about student learning styles and implications for improving college and university teaching and the impact that instructional change has on college administration of instructional programs are addressed. The term "learning style" refers to a student's consistent way of responding and using stimuli in the context of learning. According to Entwistle and Peterson (2004), "Learning styles are relatively consistent preferences for adopting learning processes, irrespective of the task or problem presented" (p. 537). Ashworth et al (2004) looked at social learning theory as a way to impact knowledge in students. Merriam and Caffarella (1999) classify social learning theory as a theory on a par with constructivism, humanism, behaviourism, and cognitivism. However, many other writers do not. Tennant (1997) points out that social learning theory encompasses a diverse range of theories and approaches. He calls this theory the 'social environment' perspective. Two opposing perspectives have emerged, centred on the active or passive involvement of the learner in the learning process. First, the person can be seen as a passive receiver of behaviour, roles, attitudes, and values which are shaped and maintained by the social environment. Skinner's stimulus-response psychology is the most influential of these behaviourist approaches (Tennant, 1997). Its impact on third-level education is evident in the setting of behavioural objectives and the provision of regular feedback and reinforcement to students (Stapleton, 2001). The second approach provides for an active role for the person. This approach is essentially humanistic. It sees the process as a dialectical one whereby the person and social environment are both active in the process. This approach can be demonstrated by the writings of Freire who looked at social processes as they shape individual identity. He stressed the need for adult learners to resist forms of enculturation which are alienating and oppressive (Tennant, 1997).

### **Quality Of Education.**

Fabrice Hénard and Deborah Roseveare(2012) view quality of education in in the in line with teaching. They views are that, Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services.

However, higher education in the world over has become a prime mover in bringing students and teachers at the one common platform. This in turn has initiated a strong competition among higher education institutions and universities to provide quality education and research. The quality education has become a subject of concern in the diverse areas of university education. The universities are making continuous

efforts not only to maintain the already set quality standards but to continuously improve upon them. (Ram Chandra, K.M. Salati & Ashok K Gadiya; 2015). Every university has a system of teaching and learning skills, own method of teaching and evaluation. These activities are by and large teacher centred (Gadiya and Chandra; 2014).

The emphasis is also shifting from conventional teaching to integrating teaching (Smith 2005). The way of connecting skills and knowledge from multiple sources and experiences or applying skills and practice in various settings is integrated teaching. It simply means bridging connections between academic knowledge and practical (Huber and Hutchings; 2004).

Andaleeb (2003) analysed seven issues crucial for effectively fostering higher education in Bangladesh, namely, teaching quality, method, content, peer quality, direct facilities, indirect facilities and political climate. Sabur (2004) compared private and public educations on the basis of quality assurance. He discussed several points of debate rather than prescribing any solutions to problems regarding the quality of education associated with the two different platforms. Spanbauer (1992) discussed the need for educational institutions to institute quality policies. Lamanga (2002) highlighted three different aspects involved in measuring quality education in private universities in Bangladesh: the quality of teaching and research, responsiveness to the demands of the labour market, and equity. Dhali (1999) emphasised techniques related to student evaluation procedures, which he classifies as either formative or summative (Mohammad A. Ashraf and Yusnidah Ibrahim; 2009). According to Aminuzzaman (2007), Quality education in universities will be achieved through changing the method of teaching and learning as well as assessment methods, renewing the curriculum continually, updating and upgrading professional knowledge and skills and improving the broader educational, administrative and resource environments. Actually, the student/lecturer interface is important in determining quality, and it is appropriate to seek to monitor this quality through appropriate quality assurance processes. Faculty credentials are important in assuring high-quality education. Hensel (1991) emphasises talented faculty members and maintained that the well-being of the university depends on its ability to recruit and retain a talented faculty. Mohammad A. Ashraf et al. (2009) stated that, the wellbeing of any nation as a whole depends on the ability to develop a happy, emotionally healthy, and productive next generation. According to Bowen and Schuster (1986: 3), "The excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties." Furthermore Mohammad A. Ashraf et al. (2009) conducted a study in Bangladesh on 50 private universities and revealed that, almost all private universities (with few exceptions) are founded on rented space and buildings; campus facilities such as academically suitable building infrastructure, extensive library facilities, dormitory facilities, canteen facility, sports and recreational facilities, computer laboratories with high speed internet access and transport systems are extremely limited. This factor influences the overall learning of the students, which affects the quality of their education. In a similar fashion, research facilities are also underdeveloped. Most of the universities do not have research bureaus, and publication facilities are also limited. Due to the lack of adequate reference materials in the libraries, the teachers and the students face enormous problems (Alam et al., 2007). Clearly the variable of campus facilities has an important impact on the overall quality of education in these higher learning centres of Bangladesh.

Additionally, most studies done on quality of education gives an insight of how the learners are an important element to quality of education. Kember, D., & Gow, L. (1994), takes keen interest in the different hierarchical categories of students learning, which includes; a deep approach, based upon understanding the highest grades, a surface approach, based upon memorising the course materials for the purpose of the assessment; and a strategic approach, based upon obtaining. (Juma Shabani & Peter. A. Okebukola: 2013: P: 9). This is very important considering that most institutions of higher learning all over the world are freeing themselves from rigid, prescriptive, traditional and 'top-down' educational practices. Effective teaching and learning methods have impact in bringing about quality education at all levels. In addition, effective teaching at higher education level (or any level) demands a higher level of competence on the part

of teachers. Having looked at most studies on learning and the different methods of learning as well as the importance of quality education, there is very little literature on whether, these new trend among students is as a result of the result of the Teaching Methodologies or Assessment Criterion. hence the importance to explore and understand this new trend among students called 'Area of Concentration'. Perhaps educators and administrators are not fulfilling the basic mission of higher education as stipulated by higher education authorise?

## METHODOLOGY

The study was exploratory in nature incorporating a qualitative paradigm and involving semi-structured key informant interviews. The purpose of this study was to explore and also sought explanation to this new trend or phenomenon referred to as 'Area of Concentration' which students demand just before sitting for examinations. Purposive sampling was used to select lectures to be interviewed and stratified sampling will be used for students. A sample size of 180 student from a total of 200 key informant interviews was used. During data collection, both primary and secondary data were collected will be employed. In-depth interviews, case-studies and questionnaires. SPSS (Statistical Package for Social Sciences version 22) was used as to analyse data in the form of graphs and charts.

## ANALYSIS OF FINDINGS

Education is the bedrock of development. One of important determinants of national competitiveness is the quality of its higher education. This quality comes from the combination of excellent learning process and public satisfaction on the service delivered. Student satisfaction assessment is vital in determining service quality at higher learning institutions (Hanaysha et al. 2011). Recent trends in higher education have increased the attention given to the quality of the teaching offered to the students. Moreover, higher education is increasingly seen as an investment that should contribute to national prosperity in the long term. Therefore, the return on the investment must be good (Yorke; 2000). Quality assurance in higher education has also become a focus of attention for private universities (Jones, 2003). Students – who are increasingly paying tuition fees- might now. Be considered as “clients” of higher education institutions (Telford & Masson; 2005). Students are therefore also very concerned about the quality of the lectures they pay for. As the “culture of higher education” has become “increasingly market-oriented” (Green; 1993), external demands for quality of teaching have increased. (Fabrice Henard and Soleine Leprince-Ringuet; 2007). In addition, Academic integrity has been a perennial issue in higher education. Undoubtedly, the advent of the Internet and advances in user-friendly technological devices have spurred both concern on the part of faculty and research interest in the academic community regarding inappropriate and unethical behaviour on the part of students.

From the data collected, out of the 180 respondents, 69 %(125) were undergraduate were as 31% (55) were postgraduates students. The data suggests that there was a difference between the number of undergraduates and postgraduates used for the study. It was realised from the study that, the majority of the respondents were graduates. This further indicates from the information collected that most 96% (173) of the respondents come to class prepared so that they able to connect ideas, concepts from previous topic and a better understanding of topic being taught, better understanding and comprehension of what is being taught, others sighted that the subject was analytical in nature and the lecturer was a sadist. While 4 %(7) do not come prepared and give reasons such as Lecturer being boring and ill prepared for lession delivery and others stated that there was limited space because the class was too big. This coincides with the study done by (Elizabeth J. Parks-Stamm, Maria Zafonte and Stephanie M. Palenque; 2016) on Student participation in online discussion forums is associated with positive outcomes for student achievement and satisfaction, but research findings on the impact of class size and instructors' participation on student participation have been mixed. In medium class sizes (with 15–30 students), amount of instructor participation did not predict the

number of posts per student, but in smaller classes, significant differences in student participation were found depending on amount of instructor participation. This can also mean the lecturer’s participation and preparedness fosters students to study and prepare for lessons while limited spaces may have an impact of students’ preparedness for lessons. Furthermore in an attempt to find out whether students given the course descriptors, any handouts or notes in preparation for exams, 94 % ( 169) of the students agreed to having received course descriptors, any handouts or notes while 6% (11) did not receive. From this information it can be argued that most of the educators in higher learning institutions ensure that, they learners are given the necessary learning materials in readiness for assessments. Additionally 92% (165) of the students understand the purpose of the assigned materials in the course while 8 % (15) do not and also assessments like tests, quizzes, case studies, assignments, class participation are clear to the students showing 78%(140) who agreed while 22% (40) were not in agreement. 70% (126) felt they were assessed fairly and give reason such as the course materials were given on time and assessment were made based on curriculum. Moreover, 75% (135) indicated that the Lecturer made good use of class time while 30 % (54) cited unfair assessment by the educators who should have considered issues such as load shedding by Zesco (Zambia telecommunication company) and learning mode like distance learning (DL). 25% (45) the lecturer was not available for lessons most of the times and did not complete the syllabus thus arguing that the lecturer did not make good use of class time.

Table 4.1 Do you understand the term ‘Area of Concentration’?

	COUNT	PERCENT
Yes	166	92
No	14	8
TOTAL	180	100

Source: Field data 2020

From the information collected, 92 % (166) understand what ‘area of concentration’ mean, while 8 % (14) do not know.

Table 4.2 Do you think you deserve to be given ‘Area of Concentration’? Before examination

	COUNT	PERCENT
Yes	108	60
No	72	40
TOTAL	180	100

Source: Field data 2020

Students cited that ‘Area of concentration’ helps students to concentrate on key areas of the exams and study relevant materials to pass the exams. Distance learning students also benefits because of the mode of learning and the nature of their jobs. Some students argued that ‘area of concentration’ promotes laziness and eventually leads to a spring board for leakages.

Table 4.3 Do you think ‘Area of Concentration’ has an impact on quality of education?

	COUNT	PERCENT
Yes	32	18
No	148	82
TOTAL	180	100

Source: Field data 2020



In an attempt to find out whether ‘area of concentration’ has an impact on quality of education, 82 % (148) stated that ‘area of concentration’ has no impact on quality of education while 32% (18). Harvey and Green (1993) distinguish four definitions of quality that can help us to understand what Quality Teaching might be in institutions of higher learning. First, quality as “excellence”- the traditional conception of quality- is the dominant one in many old elite higher education institutions. Second, quality can be defined as “value for money”- a quality institution in this view is one that satisfies the demands of public accountability. Third, quality may be seen as “fitness for purpose”- the purpose being that of the institution, for instance getting students to learn sciences efficiently. The last definition listed by Harvey & Green is that of quality as “transforming”. According to this definition, Quality Teaching is teaching that transforms students’ perceptions and the way they go about applying their knowledge to real world problems.

Table 4.4 Does ‘Area of Concentration’ promote Leakages?

	COUNT	PERCENT
Yes	166	82
No	14	18
TOTAL	180	100

Source: Field data 2020

From the data collected 82% of the responded stated that ‘area of concentration’ does promote to leakages while 18% did not think so. Amongst the argument it was stated that weak students will be force to come with pre-written notes during the exams so that they can pass at all cost which is the utmost goal. This may result into academic dishonesty. Udo Chikezie Osiogun & Samuel Mathew Mamman (2017) examined the nature of examination malpractice in a tertiary institution in Nigeria. The study found that the major forms of examination malpractice include cooperation amongst students and sometimes lecturers during examinations, spying, use of foreign materials and impersonation. The outcome of ineffective examinations could result in poorly equipped graduates, discouragement of hard work and a reduction in the standard of education in general. It also undermines the credibility of the educational system. It could indoctrinate young people into the culture of dishonesty and fraudulent behaviour. By lecturers giving ‘area of concentration’ it will eventually promote leakages. Education, being a process of teaching and learning is evaluated through examination at the end of the learning period. Examinations not only serves as feedback for the trainer to ascertain the level of knowledge acquisition but also serves as a measure of knowledge retention by the trainee. Any misconduct or irregularity distorts this feedback mechanism and gives a false outcome of the learning process. Marie Carroll & James T. Neill (2011) conducted a study investigated the dishonest academic behaviours of Australian university students (N = 954) and their relationships with demographic factors, academic policy advised to students, academic self-efficacy, and academic orientation. Descriptive analyses revealed high levels of three types of self-reported academic dishonesty: cheating, plagiarism and falsification. As educators, we need to ensure that all efforts are made curbing and recommended ways of eradicating examination malpractice in the country.

Balbuena, Sherwin E.; Lamela, Renee A. (2015) conducted a study on Academic dishonesty in educational institutions and looked at the prevalence and severity of various types of dishonest academic behaviours which were determined based on the experiences and perceptions of college students. Findings suggested that cheating on exams and homework is still prevalent, students view these dishonest behaviours as ordinary school acts, and their actions are a product of several factors—teacher’s and student’s incompetence, unfavourable environment, and lenient imposition of school policy.

Furthermore, to find out what the lecturer and the school should do when it comes to ‘area of concentration’, 55% stated that this should not be encouraged because it does not give the true presentation of the student’s performance and lecturers who are in a habit of giving ‘area of concentration’ should be persecuted because they are bring the standards of the school down. 45% stated that they is nothing wrong with ‘area of concentration’ provided, the lecturer gives general topic and provided there exists a proper assessments and grading system. These results are similar to R. Chileshe (2014) who conducted a study that sought to establish Zimbabwean university lecturers’ and students’ views on academic dishonesty with a focus on the forms of academic dishonesty practised by undergraduate students; reasons for the dishonesty; and ways of minimising the dishonesty. The findings revealed and suggested Strategies by both lecturers and students to minimise academic dishonesty included: taking stringent measures against offenders; thorough and strict marking; teaching students about how to cite sources of information; improving the provision of reading resources; improving ways of lecturing; and imposing strict invigilation measures. Lecturers felt that students needed to be encouraged to study hard consistently.

## CONCLUSION

The role of higher learning /tertiary institution in the development of a nation is very crucial. Quality in African universities is determined by teaching, learning, and research in African universities. During the last decade, several initiatives have been taken to improve the quality and quality assurance of higher education at the national, regional, and continental levels. Universities today have a quality assurance department, which ensures that assessments, curriculum as well as Lecturers, fails within the acceptable standards of quality. These are some of the determinants of the creditability of the university. Assessments are given based on curriculum and pedagogical approaches. It is therefore shocking to hear students demanding for this new trend or phenomenon called ‘area of concentration’, which does not fail within the tenets of academia. Hence the immediate academic inquiry is needed and perhaps using a larger population. The study also recommends that future studies should avoid making use of a purposive or convenient sampling, but one that will be chosen based on greater probability and randomness. In other words, Future studies should replicate the study using bigger and more diverse samples.

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