



---

**EXAMINATION MISCONDUCT IN NIGERIAN SCHOOLS AND ITS CONSEQUENCES:  
CASE STUDY OF TAFA LOCAL GOVERNMENT SCHOOLS**

**\*BAHAGO, SAMAILA BENEDICT; \*\*GOTIP, NEHEMIAH WOKJI; \*\*\*LAWRENCE, LINUS  
BODAMS; & \*\*\*\*FADIPE, BAYO MICHAEL**

\*Department Educational Foundations, Faculty of Education, Veritas University Abuja.

\*\*Department of Arts and Social Science Education, Faculty of Education, Veritas University Abuja. \*\*\*Department Educational Foundations, Faculty of Education, Veritas University Abuja. \*\*\*\*Department Science Education, Faculty of Education, Veritas University Abuja.

---

**Abstract**

The study investigated examination misconduct in Nigerian Schools and its consequences on the nation as a whole. The research focused on Tafa Local Government schools as a case study. Four research questions were raised for the study. The study used a descriptive survey research design. A total of 500 respondents were used as study's sample, and the sample was chosen using the simple random sampling procedure. Descriptive survey research designed was used for the study. The data were collected using a questionnaire titled Causes and Consequences of Examination Malpractice Questionnaire (CCEMQ). The questionnaire was validated by two tests and measurement experts of the Department of Educational Foundations in Veritas University Abuja, Nigeria. The instrument's reliability was done, and it revealed a Cronbach Alpha coefficient of 0.75. The obtained data were analysed using the mean to answer the research questions. The study discovered that the government's continued lack of political will to implement Decree 20 of 1984, the Examination Malpractice Act 33 of 1999, and now the examination malpractice act of 2004 has resulted in an increase in examination malpractice in Nigeria. The study recommended that the component of decree 20 of 1984 that imposed a penalty of twenty-one years in prison without the possibility of a fine for a convicted offender should be included in the Examination Malpractice Act of 1999 and the malpractice act of 2004. Also, that the malpractice acts should be severely enforced, regardless of whose ox is gored.

**Keywords:** Consequence, education, examination, malpractice and school.

---

**Introduction**

Through education, learners are not only taught, trained, and adequately guided to acquire relevant skills and knowledge but also how to adapt to acceptable public life. To some people, education is seen as a means of overcoming handicaps, achieving greater equality, and acquiring wealth and status for all. It is also often perceived as a place

where children can develop according to their unique needs and potentials, with the purpose of developing every individual to their full potential Onyibe, Uma and Emmanuel (2015). Early years of schooling focuses around developing basic interpersonal communication and literacy skills. Later, education turns towards gaining the knowledge and skills needed to create value and establish a livelihood. Also, people pursue education for its own sake to satisfy innate curiosity, out of interest in a specific subject or skill, or for overall personal development. Examination has evolved into a procedure of analysing or determining the amount of assimilation of the teacher's material of instruction. It's also a way for the teacher or instructor to evaluate himself based on the pupils' performance (Omenu, 2015). Even though students' levels of performance may not be a real reflection of their ability, examinations remain the most objective tool for measuring and evaluation. An exam that requires a test taker to physically perform a set of abilities can be administered orally, on paper, on a computer, or in a controlled setting. Examination is a type of structured test in which people are given a set of questions or exercises to perform to determine their knowledge and skills. The rise in the number of test malpractice centre's, also known as Miracle centre's, in Tafa Local Government Schools is disturbing and concerning to parents, teachers, school administration, stakeholders, and the public. The frequency of examination malpractice in Tafa Local Government institutions has destroyed pupils' entire discipline of study habits. Because they are constantly paying for examination misconduct, many students no longer feel the necessity to read or prepare for any examination. The reading culture among kids has been decimated. The need to propose an effective strategy that could help reduce to the barest minimum or even end this educational menace in Tafa schools justifies this study which will make this study unique from others. The common belief on certificates as the only yardstick to measure one's qualification has led many Nigerians into buying educational certificates to prove their academic worth. Examination malpractice in Nigeria is as old as the country herself.

According to (Anzene, 2014; Uzoigwe (n.d); Onuka and Amoo (n.d)), examination malpractice was first reported in Nigeria in the year 1914, when the question papers of the Senior Cambridge Local Examinations were reportedly seen by candidates before the scheduled date of the examination. The Examination Malpractice Act (1999) explains examination malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued. Again, examination malpractice is commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage, (Akaranga and Ongong, 2013). Jimoh (2009) remarked that examination malpractice is any irregular behaviour exhibited by a candidate or anybody charged with the conduct

of examination before, during or after the examination that contravenes the rules and regulations governing such examination. Onuka and Amusan (2008) cited in Onuka and Durowoju (2013) defined examination malpractice as any dishonest or unauthorized action or deed committed by a student on his own or in collaboration with others like fellow students, guardians, parents, teachers, head teacher, examination officials, supervisors, invigilators, security officers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades.

### **Statement of the Problem**

The extent of student involvement in examination misconduct in Nigerian schools has become increasingly concerning, harmful, and dangerous to the educational system's well-being. Today, more than ever, every Nigerian must understand and respect the significance of education. In the future, a good education would make it much easier to not only live well and comfortably, but also to work in better and safer scenarios and settings in Niger state and Nigeria. There have been no more severe cases of bad educational malpractice in the history of the Nigerian educational system than those witnessed in our generation, which span all 36 states and the Federal Capital Territory, including Niger state. Exam misconduct is one of the most common negative tendencies we've seen recently. Exam malpractice has become an intractable problem in most of our schools nowadays. Exam misconduct is on the rise, not just in WAEC and NECO tests, but also in tertiary institutions examinations, thanks to the entrance of new technology. In fact, outside of what has been done to prevent test malpractice in schools, it is apparent that we are not yet at the end of the road because new techniques or methods of exam malpractice are being developed every day, every year. Exam cheating has already had a long-term impact on our educational system and the half-baked products we generate now in our institutions. Worse, exam malpractice has become institutionalized, with those in charge of examination invigilation and supervision, as well as those entrusted with ensuring examination quality assurance, also bargaining for the price of each exam paper per student or per subject with students preparing for such examinations.

### **Review of Appropriate Works**

The causes of exam malpractice were investigated by Oko, Efia, and Adie (2016). They discovered that moral concerns in society, as well as the need for a certificate despite poor academic achievement, are two of the most common causes of test cheating in Nigeria. Some of the variables that contribute to examination malpractice in Nigeria include a "wrong value system that leads to a serious desire for certification instead of knowledge and skills" and a "wrong value system that leads to a serious hunt for certification instead of knowledge and skills." Poor school infrastructure (lack of or insufficient examination halls), poor seating arrangement, socio-economic concerns, political overtones, privatization and commercialization of education, poor invigilation,

and so on. Apart from identifying the causes of examination malpractice, the nature of examination malpractice in use in Tafa Schools, the challenges faced in preventing exam malpractice in Tafa Schools, and the consequences of examination malpractice in Tafa Schools and Niger state schools at large, the main purpose of this study is to put forward to the education stakeholders of Niger State Government an all-round effective working strategy based on the situations on ground at Tafa, that could help reduce to the barest minimum or put an end to this heinous trend and ensure a brighter future for not just Tafa schools but Nigeria as a whole. The focus of this paper is on an effective strategy that could be employed, putting an end to examination malpractice in Niger state schools.

### **Examination as a Concept**

Olumide (2021), defined examination as a method of testing and evaluating a student's level of knowledge or cognitive capacities over a period. Also, Adekunle (2003), described examination as a tool for evaluating an individual's knowledge and skills in both broad and specific areas of study. Examination has evolved into a procedure of analysing or determining the amount of assimilation of the teacher's material of instruction. It's also a way for the teacher or instructor to evaluate himself based on the pupils' performance (Omenu, 2015). Even though students' levels of performance may not be a real reflection of their ability, examinations remain the most objective tool for measuring and evaluation. An exam that requires a test taker to physically perform a set of abilities can be administered orally, on paper, on a computer, or in a controlled setting. Examination is a type of structured test in which people are given a set of questions or exercises to perform to determine their knowledge and skills.

### **What is Malpractice in Examinations**

According to Oko et al (2016), examination malpractice is any intentional act of wrongdoing that is against to examination regulations and is designed to give a candidate an unfair advantage. Exam malpractice, also known as cheating, is when students engage in criminal behaviour during exams to better their grades by cutting corners. Examination malpractice is defined as any act or method of testing applicants that violates the rules and regulations that govern the administration of exams. Examination cheating has harmed students greatly since many of them have ignored their study in the expectation of performing the magic they've come to expect in every exam. Examination malpractice in Nigeria's educational system is a contentious issue that affects not just examination boards but also school administrators, the entire educational system, the government, and the public. Exam malpractice is at the foundation of many of these irregularities or misconducts, which has increased at an alarming rate over the last three decades.

The colours and cries over test malpractice at all levels of the Nigerian educational system, according to Oko et al (2016), are nothing more than a mirror of the society's value system deterioration. Society is more interested with whether a person succeeds than with how he or she succeeds. Indeed, in Nigeria, the end justifies the means rather than the other way around. Exam malpractice is a manifestation of societal corruption and wrongdoing in general. Students cheat to advance from one level of study to the next, from elementary school through higher education. Students cheat to advance from primary to postsecondary education, and politicians employ election rigging to obtain enviable political positions. Several types of misconduct occur in and around test facilities to gain an unfair advantage over the procedure and achieve "success." To make matters worse, business centres within or near schools, as well as parents, teachers, school directors, and examination officers, work together with students to conduct this fraud. It is not uncommon for a 500-person examination centre to have up to 5000 people taking the Joint Admission and Matriculation Board (JAMB) examination. Others who aren't taking the exam rush into the area to help those who are. It gets increasingly difficult to neutralize when two or more of these chemicals work together. The examination misconduct act of 2004 and the consequences provided in Act 33 of the 1999 constitution, which range from annulment of results to a 21-year prison sentence, have failed to effect any major change away from the cheating culture due to the strength of collaboration (Ijaiya, 2004; Oduwaiye, 2014). Many of our top government officials, like as Ministers, Judges, and legislators, are bringing their children back home to use exam malpractice facilities known as "miracle centres" to achieve good scores because their children couldn't handle studying abroad owing to poor examination results. Because some of the judges who are responsible for enforcing and enforcing malpractice rules are also participating in exam malpractice for their children, they are unable to penalize exam malpractice perpetrators. Tinibu (2017) defined exam malpractice as academic dishonesty or academic fraud. This refers to any type of cheating that occurs during the examination procedure. It's critical to recognize that exam cheating affects not only students, but also teachers, parents, and society.

Agyei (2021) conducted study on the causes and effects of test malpractices among Junior High School students in New Edubiase, Ghana, and his findings are pertinent to this work in two areas. Collusion, examination leakages, smuggling of answer scripts and late submission of parcels, sending foreign materials into the examination hall, impersonation, dubbing, writing on items (sheets of papers, handkerchiefs, erasers, and calculator covers), writing answers on question papers, and exchanging them with others to copy, communicating orally or through gestures during examination were among the types or nature of exam malpractices identified by his findings. The study found that examination malpractice causes total loss of trust in the educational system, reduced enrolment of students in school, frequent cancellation of results, discourages good students/candidates from studying hard, denies innocent students the opportunity

for admission, decreases job efficiency, causes candidate dissatisfaction, invalidates educational goals, and examination cheats obtain a higher salary. The difference of his study with mine is that he had no proposed all-round effective strategy aimed at ending examination malpractice in schools.

### **Causes of examination misconduct**

According to Olumide (2021), Some of the causes of examination misconduct among students include the following:

- i. Students' casual approach toward learning
- ii. The learning atmosphere is poor and unsuitable.
- iii. Examination preparation is lacking.
- iv. Negative influences from parents and peers
- v. Incompetent instructors are being hired.

### **The Malpractice in Examination Act of 2004**

Examination misconduct has far-reaching implications for individuals and society. Examination misconduct will, without a doubt, make a mockery of educational qualifications and tarnish educational institutions as well as the country. As a result, the fate of the people and the country will be placed in the hands of inexperienced, half-backed individuals (Olumide 2021).

A country with a high rate of examination misconduct risks losing its international standing. Certificates issued by such a government will be viewed with mistrust and skepticism. According to Onyechere (2004), a slew of malpractices in the health sector, auctioning, and miscarriage of justice by the judiciary, mindless looting of the public treasury, electoral fraud, the regular collapse of buildings designed by "engineers" and "architects," and the sale of fake drugs by pharmacists all stem from an educational system plagued by examination malpractice.

The establishment of a legal framework to combat examination misconduct in Nigeria has resulted in the enactment of numerous laws and penalties ranging from imprisonment to fines or both. It is worth noting that under the Act of the National Assembly or the State Law, examination malpractice is considered a felony rather than a simple offence or misdemeanour (Ijabadeniyi, 2017). This demonstrates the Nigerian government's will to address the threat of examination misconduct at all levels.

In Nigeria, the Examination Malpractice Act, Cap E15 Laws of Federation of Nigeria, 2004 defines examination malpractice as "any act of omission or commission by a person who fraudulently secures an unfair advantage for himself or any other person in anticipation of, before, during, or after any examination in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the inadequacy of the examination." Examination

malpractice, as defined by the enactment, encompasses both the pre- and post-examination mindset of the stakeholder attempting to commit examination fraud.

The Examination Malpractices Act, Cap E15, Laws of the Federation of Nigeria, 2004, defines what constitutes examination malpractice and specifies penalties ranging from 3-5 years in prison with or without the option of a fine for such offenses.

Sections 1 to 12 of the Act define the following offenses:

**Section 1:** Forgery (fraudulent trick or device or false pretence with intent to cheat, buy, sell, or procures any question paper).

On conviction, anyone found guilty of an offence under Section 1(1a-d) of the Act faces a penalty.

- i. If you are under the age of 18, you face a fine of #100,000 or a three-year prison sentence, or both.
- ii. If the person is 18 years or older (principal, teacher, invigilator, supervisor, examiner, agent, or employee of the examination body), they face a four-year prison sentence without the possibility of a fine.

**Section 2:** Stealing (appropriates or takes another candidate's question paper, answer sheet, or script).

On conviction, the offender faces a fine of #100,000 or a term of imprisonment of not more than three years, or both.

**Section 3:** Impersonation (false representation as a candidate)

**Penalty:**

1. If the offender is under the age of 18, he or she faces a fine of #100,000 or a prison sentence of not more than three years, or both, if convicted.
2. A principal, instructor, invigilator, examiner, and agent or employee of the examination body faces a four-year prison sentence without the possibility of a fine.
3. Otherwise, three years in prison without the possibility of a fine.

**Section 4:** Disorganization During Exams (leaving the examination hall to mix with any other person, with intent to cheat or secure unfair advantage).

**Penalty:** A fine of not more than #50,000 or a sentence of not more than three years in prison, or both. Furthermore, such a candidate will not be permitted to return to the examination hall to complete the exam. If a person under the age of 18 is found guilty of unlawfully communicating any material to a candidate with the aim to benefit that candidate, he or she will be fined #100,000 or sentenced to three years in prison, or both. Others face a sentence of three to four years without the possibility of a fine.

**Section 5:** Examinable Disturbances (possession or uses of any offensive weapon or other material to incite other people to act in a disorderly manner for the purpose of disrupting the conduct of examination).

If he is under the age of 18, he faces a fine of #100,000 or a prison sentence of not more than three years, or both, if convicted. In another case, a four- to five-year prison sentence without the possibility of a fine was imposed.

**Section 6:** Examination Etiquette (any act of misconduct or failure to obey any lawful order of the invigilator, supervisor, or agent of the examination body).

On conviction, the offender faces a fine of not more than #50,000 or a sentence of not more than three years in prison, or both.

**Section 7:** Obstruction of an examination body supervisor, invigilator, or agent in the performance of his duties.

If you are under the age of 18, you face a fine of #100,000 or a prison sentence of not more than three years, or both. In other situations, a sentence of four to five years in prison without the possibility of a fine.

Forgery of a result slip or certificate is covered under Section 8.

If he is under the age of 18, he faces a punishment of #100,000 or three years in prison, or both, if convicted. In other situations, a sentence of four to five years in prison without the possibility of a fine.

**Section 9:** Breach of Duty (A person in charge of the conduct of an examination without reasonable cause, before, during or at any time thereafter fails or performs that duty fraudulently, negligently, or perversely).

**Penalty:** A fine of not more than #50,000 or a sentence of not more than three years in prison, or both. If he is employed to mark examination papers and modifies or tampers with scores, he faces a four- to five-year prison sentence without the possibility of a fine if convicted.

**Section 10:** Aiding and abetting, etc.

If he is under the age of 18, he faces a fine of #100,000 or a prison sentence of not more than three years, or both. In other situations, a sentence of four to five years in prison without the possibility of a fine.

**Section 11:** This section discusses convictions for non-violent offenses. When a person is charged with attempting to commit an offence but there is evidence that the offender committed a full-fledged crime, the criminal is not acquitted, but is found guilty and punished accordingly.

**Section 12:** Deals with violations by corporate organisations. The corporate body's director, secretary, or other similar officers are judged to have committed the offense and are liable and punished in accordance with the criminal culpability of a corporate body.

Unfortunately, it is sad to see how examination malpractice is becoming institutionalized in Nigeria today, to the point where even our judges and legislators, who are supposed to enforce these laws, are the ones whose children who are unable to pass their exams are taken to so-called examination miracle centres for good grades. Because our judges and lawmakers are directly or indirectly implicated in examination misconduct, they are



unable to penalize perpetrators of examination malpractice with good conscience, resulting in a major deterioration of examination standards and quality. As a result, the researchers' worry, and strong opinion is that effective execution of these numerous policies and legislations on test misconduct is urgently needed to save the education system and Nigeria's growth from catastrophic collapse.

Tinibu as well. (2017), in a paper on the reasons of examination malpractice, cited the following as some of the causes of exam malpractice:

**Teacher Personality:** Exam malpractice may be encouraged unknowingly by teachers. When a teacher is extremely strict and unjust in their instruction, children may consider cheating as a kind of vengeance, according to one study.

**Students' focus issues:** According to research, there is a correlation between student attentiveness and exam cheating. Students who see classes to improve their skills are less likely to cheat than those who only care about academic accomplishment (i.e., passing tests) (i.e., passing the exams).

**Other people's influence:** Peer pressure can worsen academic dishonesty. As a result, students who perceive that cheating is frowned upon by their peers are less inclined to do so. Cheating on tests is more common among students who believe their peers support it.

Most Nigerians believe that a certificate is more important than the skills required of a student to deliver the knowledge he or she has acquired, leading to most students engaging in examination malpractice to obtain all of the necessary certificates to advance to whatever level of life or work they desire. Certificate possession is viewed as the pinnacle of achievement in today's Nigeria, with an individual being recognized only if he or she holds a certain certificate.

Some of the causes that lead to examination misconduct in Nigeria, according to Onyechere and Awambor (2004), are:

Exam preparation that isn't up to par is referred to as laziness. Poor attention refers to a student's inability to devote sufficient time and effort to their studies in preparation for an exam due to laziness.

**Lack of self-confidence:** insufficient educational facilities (lack of or inadequate examination hall), incorrect seating arrangement, and students' fear of failing an exam.

**Political undertone:** Education is becoming privatized and commercialized, and there is a lack of monitoring, among other things. "An incorrect value system leads to a severe hunt for certification rather than knowledge and abilities," writes the author.

Fear of failure, craze for certificate, desire of parents to have their children in choice professions and universities, pressure on students to pursue courses for which they have no aptitude, pressure on teachers who want to gain favour with students, and overcrowded sitting arrangements are among the causes identified by Petters & Okon (2013). Poor teaching, inefficient student preparation, ill-equipped library facilities, and

dubious admission policies are all linked to an increase in examination malpractice, according to George and Ukpong (2013).

According to Akaranga and Ongong (2013), parental rearing is the root of examination malpractice. They claimed that most parents are readily convinced to bribe their way through for the express purpose of their children's achievement and self-gratification because of their social rank and economic capabilities.

While Ejimogu (2001), as reported by Nsiong (2011), believes that overall moral decay and Nigerians' great regard for performance and certifications has generated examination fraud in recent years. The overreliance on educational credentials as a measure of one's knowledge and ability has resulted in a wild rush for educational qualifications by most people.

### **Examination Malpractice Types Common in Tafa Local Government Schools**

Exam malpractice occurrences differ from one location to the next. Every year, in the Tafa Local Government Area of Niger State, new methods or sorts of examination misconduct are devised. Most schools in the Tafa Local Government Area have not only become legendary hubs of test malpractices but have also become well-known throughout Nigeria as enormous crowds flock in to pay house rents for housing during the WAEC and NECO examination times. Exam malpractices that are widespread in Niger state's Tafa Local Government Area are detailed below.

**1. Collusion between candidates and between candidates and examiners:** Collusion occurs when candidates write the identical examination copies as one another. When an examination official leaks exam materials to intended examinees, parents, or overzealous school administrators before the exam, the malpractice is classified as collusion. Exam cheating becomes widespread because of collusion.

**2. Impersonation:** When another candidate or hired mercenary sits for a test on behalf of the legitimate candidate, this is known as impersonation. Male candidates filling in for female candidates or vice versa, including twins taking each other's exams. Exam malpractice is carried out with the knowledge and consent of the exam invigilator in exchange for money.

**3. Giraffing:** This type of cheating is named after an African wild animal with a long neck, long legs, and a small head (Akaranga & Ongong, 2013). It is a procedure in which an examinee, if possible, extends his neck to observe and reproduce what a fellow candidate has written down for a particular question. Giraffing is one of the oldest and most popular types of exam cheating. This is much easier to do when pupils are crammed together and there isn't enough room between the examinees and their seating arrangements, which is the case in most Tafa schools.

**4. Inscription:** Nowadays, students have progressed to the point where they may inscribe materials or information on anything from their bodies, such as their hands, thighs, and baby pampers, to handkerchiefs, rulers, purses, chairs, tables, and examination hall walls, among other things (Oredein, 2006). Nursing mothers utilize

their infant's fragile skin as a white board, and they ask for permission to breastfeed their baby intermittently during the examination so that they can read notes or revise.

**5. Irregular activities both within and outside the test halls:** Students who have made up their minds to cheat start behaving badly during exams. For example, sneaking question papers out of the exam room, exchanging information with other candidates or agents and touts outside the exam room, and shredding a section of the question paper or answer booklet during the exam are all examples of malpractice.

**6. Candidates nowadays use unlawful scientific calculators, organizers, compact discs, and mobile phones:** during exams to gain an unfair edge Mobile phones with cameras (imaging functions) are used to take photographs of entire textbooks in a compressed manner for usage during exams. Candidates inside the examination hall receive the answer through their handsets from their agents even though they are not in the same geographical place as the examination.

**7. Bribery:** This type of misconduct can be utilized to increase teacher-student collusion in cheating. It considers the financial implications of examination malpractices. A student may pay an examination official money to be allowed to use illegal items smuggled into the examination halls or to extend the examination schedule length. Bribery, often known as sorting, is common in both secondary and university institutions in Nigeria. Sorting during exams is quite common at Tafa schools, with male students offering money or other valuables and female students using money or sex to bargain for "upgrading" of their exam grades. Bribery is frequent in educational examinations at both the secondary and tertiary levels.

**8. Intimidation/assault on examination officials:** It is concerning to see and hear reports of students and touts brandishing dangerous weapons such as daggers, pistols, axes, and other weapons in examination venues to intimidate invigilators and obtain a free day while committing the heinous crime. Students who participate in hidden cult activities are more likely to commit this heinous deed. Intimidation is particularly common during external WASSCE/NECO and NABTEB tests, often known as GCE, and during final semester undergraduate examinations.

**9. Other forms of examination malpractice frequent at Tafa schools include applicants using coded sign languages:** trading answer booklets for note comparison or outright impersonation, mass cheating, question paper leaking, and so on.

**10. Exam miracle centres:** are the most common sort of exam malpractice that has spread over not only Niger State, but the entire country of Nigeria today. These are organized illicit educational activities carried out by some so-called miracle centre operators, in which exam candidates are not required to attend the exam centre but must pay the miracle centre facility's owners large sums of money. After that, the operators hunt for professionals to write the exams for the candidates in question. These miracle centre operators then pay the examination officers and invigilators, as well as the examination council authorities, who may or may not be required to be present at such

examination centres, for access to examination questions and the freedom to manipulate the entire exam process to their advantage, as well as for the ability to collect certificates for candidates who paid money for such certificates after the examination. This explains why, during the SSCE examinations in Tafa Local Government of Niger State, secondary schools in rural locations with no access road or tough terrains that prohibit external monitoring or supervision saw an influx of candidates. These rural schools, sometimes known as "wonder centres," are built for the sole purpose of generating revenue rather than imparting education to students.

**11. Pre-examination malpractice:** In fact, examination malpractice is not restricted to the time and location of the examination. It can happen before, during, or after an examination. The procedure of registering SSCE applicants for examinations in Nigeria is rife with pre-examination misconduct. According to Ojerinde (2004), cited in Anzene (2014), one of the most widespread forms of pre-examination malpractice is principals' registration of non-school applicants for school examinations, despite explicit regulations prohibiting this activity, and such a practice is available in most Tafa schools.

**12. Electrical Electronics Exam Cheating (elect-elect method):** This is also known as the "elect-elect method" among shady examinees, which simply means cheating through electronic media such as mobile phones' Global System for Mobile Communication (GSM). Exam malpractice has been revolutionized in all levels of our school system since the introduction of the Global System for Mobile Communication (GSM) in the country. A lot of academic information is now stored in these electronic devices for use in examination halls or for transmission to other students in other parts of the country via short message service (SMS).

**13. post-examination malpractices:** This includes unwholesome behaviours such as candidates tracking their answer booklets to the marking centres after the examination. Some candidates use pencil to write their telephone numbers on their SSCE examinations (WASSCE, NECO, & NABTEB), requesting the marker (examiner) to contact them for price negotiation. Some female candidates also include semi-naked images in their response booklets, hoping that a sexually promiscuous male will mark them. These images provide contact information in the form of phone numbers. Sorting and sexual gratification during WAEC, NECO, and NABTEB tests is a prominent kind of post-examination misconduct. Unscrupulous examination Computer operators manipulate continuous assessment scores and even examination scores to give their cohorts an unfair advantage. Intervention by high-ranking school administrators to ensure that their wards or relatives pass or receive a specific grade at all costs is another common form of post-examination misconduct.

**14. Exam Fraud Through the Smuggling of Foreign Materials:** Exam fraud through the smuggling of foreign materials is one of the most common types of exam fraud at most schools in Niger State's Tafa LGA. It refers to unlawful materials being brought into the testing room. Foreign materials are commonly smuggled into pants, shoes, hems, and

bras, as well as placed or fixed in the test hall prior to the exam, and even smuggled in during the exam by candidates or their accomplices.

**15. Towing/Ecomog:** This one, also known as "towing" or "ECOMOG," comprises applicants scheduling time with others to help them write tests, as well as soliciting and receiving cooperation from other candidates. Slangs like "Ecomog soldiers available for assistance" and "Ecomog contributions in progress" are common.

**16. Exam mass cheating:** Exam cheating has progressed to a new level with mass cheating. With the creation and utilization of electronic assisted materials, the whole thing has grown more challenging. Calculators and palmtops (minicomputers) are unnoticed brought into exam rooms. Organizers, small-sized compact discs, and mobile phones are allowed in test halls, even though they are not authorized because messages could be delivered to them in the hall.

**17. Twins Conspiracy:** When two or more examinees agree ahead of time to help each other during the exam process, this is known as a twin's conspiracy. In each exam, such candidates make certain that they are seated next to each other.

### **Some Examination Malpractice Repercussions**

The following are some of the consequences of examination misconduct:

Examiners, teachers, educational institutions, and the educational system are all affected by examination malpractice. Students who cheat on exams, for example, are more likely to be dishonest in other areas of their lives. At some point, most of them wind up stealing or even cheating at work. Even after graduation, students are negatively influenced. On the job market, a school certificate is an important document. Employers in Nigeria use it to verify a student's skills and expertise. However, due to exam fraud, not everyone who holds a certificate is intelligent or has the necessary skills. When most certificate holders go for job interviews, they are unable to defend their certificates, and when they are awarded positions, they are unable to perform, which has an impact on the organization they work for. Employers can't rely on the certificate to tell them who merits the job and who doesn't because of the significant risk of exam fraud. Because they do not believe in new graduates' abilities, many businesses are hesitant to pay them the wages they deserve. As a result, academic dishonesty has a negative effect on everyone, including good pupils.

Examination misconduct has the following repercussions for education and society, according to Oko et al 2016. They believe that cheating on exams will have long-term negative effects for both education and society. Candidates/students who would normally put in significant effort to pass a test may now rely on quack arrangements because they believe in them so strongly that they rarely fail. The act of deception or dishonesty might then be classified as an academic pursuit. These candidates will grow up to be adults, teachers, or examination authorities who will perceive nothing wrong

with such sophisticated and high-class examination fraud, undermining educational goals by producing certificated illiterates.

Examinees' distrust of examiners grows because of misconduct on their side. Individuals who would ordinarily pass an exam are disappointed and lose confidence in themselves, the examination, and the system when less clever students cheat and perform better than them on an examination.

Some pupils may be driven into other sorts of criminality because of examination malpractice, such as prostitution or armed robbery. If they don't have enough money to sort or pay for their grades, male students may resort to stealing or armed robbery to make enough money. (Onyechere, 2004; Adewale et al., 2014; Uzochukwu et al., 2015; Adewale et al., 2014).

According to Oko et al. (2016), there are several other general implications of examination malpractice, including:

Exam cheaters are like square pegs in round holes. They lack the expertise and experience needed to complete their work and meet their professional responsibilities. Candidates with low morale and academic ideals are generated because of examination misbehaviour. Victims of exam misconduct are never able to reach their full potential in their chosen careers. Exam cheating sends a negative message to future leaders, who may become dishonest and corrupt in their many jobs. Cheating on an exam creates a false foundation that can lead to major professional mistakes.

The focus of this study is on examination malpractice in Niger state schools, particularly in Tafa Local Government Schools. The fundamental goal of this study is to investigate some of the root reasons, as well as the various types and forms of examination malpractice in Tafa schools, as well as their effects and ramifications, particularly in Niger state schools (as witnessed or observed in in schools in Tafa Local Government Area of Niger State). The study will also define examination and examination malpractice, as well as what constitutes examination malpractice in today's Nigeria, which includes Niger state.

### **Effective Strategy in Curbing Examination Malpractice in Nigeria**

No one can claim to have all the answers to eliminating examination malpractice in Nigeria, but the researchers are confident that the following proposals will significantly reduce malpractice.

1. Good moral values should be adequately instilled in our youths, and parents should be counselled to cease assisting their children in cheating in examinations. Again, only honest people should be involved in examination management. Petters and Okon (2014) also recommend that schools provide excellent counselling services to help students develop efficient study habits.
2. Teachers should be retrained and reassessed to be prepared for a technologically driven future (Uzoigwe, n.d). Teachers cannot provide experiences and activities that

lead students' progress toward knowledge of ideas if they do not grasp what these ideas are; similarly, teachers cannot provide experiences that challenge students if they themselves are confused (Jimoh, 2009). Because some instructors at our various levels of education are victims or products of malpractice, mandatory nationwide teacher retraining is critical in re-equipping them to convey knowledge. Those who are deemed to be untrainable should be given administrative responsibilities.

3. Appropriate recognition and remuneration of teachers and examination officials: Teachers should be paid a higher salary, and examination officials should be given a special welfare package to deter them from accepting financial and material inducements from students, parents, and others who might try to sabotage the examination process. Teachers who invigilate examinations, supervisors who oversee the administration of examinations in schools, officers of examination bodies who monitor examinations, and law enforcement personnel entrusted with the protection of examination centres are among the examination officials.

4. Examination malpractice (prohibition) laws should be promulgated and enforced: The Examination Malpractice Act 33 of 1999 and the Examination Malpractice Act 2004 should be amended to reintroduce the parts of Decree 20 of 1984 that advocated for twenty-one (21) years imprisonment without the option of a fine for convicted perpetrators of examination malpractice. If completely applied, this will operate as a disincentive to students, invigilators, security agents, and other malpractice partners.

5. Qualified teachers at all levels of education: The importance of qualified personnel cannot be overstated. Under the pretence of "science is science," agricultural science tutors should no longer be teaching chemistry, physics, or integrated science. Trained teachers should only be assigned to subjects in their areas of expertise. It's important to remember that a medical practitioner who also practices engineering is a quack.

6. Tools for effective teaching and learning include current and high-quality textbooks, up-to-date laboratory equipment, and workshop tools in school libraries and laboratories. This essential equipment should be made available, and libraries and laboratories should be made conducive to learning. The entire school atmosphere should be conducive to learning and human habitation.

7. Proper education funding: The UNESCO recommendation of 26 percent of a state's yearly budgetary allocation for education should be implemented in federal and state budgets. In today's complicated and competitive world, the Nigerian government should recognize that education is the backbone of any civilization and a springboard for growth. We have crumbling classrooms and classrooms without seats and tables in our schools today, particularly in primary and high institutions.

8. Less emphasis on paper qualifications/certificates: Nigeria's education system is heavily focused on certificates. Excessive value placed on paper qualifications or certificates is a primary contributor to test malpractices; as a result, candidates will go

to any length to guarantee that they receive whatever they require to make a livelihood, whether in a fair or unfair manner (Onuka & Durowoju, 2013).

9. The use of effective continuous assessment techniques: According to Akanni and Odojin (2015), continuous assessment (C. A.) is defined as a continuous updating of teachers' judgments about the learners' performance in relation to specific criteria that allows for a cumulative judgment to be made at any time. Continuous assessment encourages students to devote enough time to their study by taking notes, doing homework, and finishing assignments. On the teacher's side, it provides an early opportunity to evaluate one's teaching methodology as well as the students' understanding of the subjects taught. C. A., once more, lessens the anxiety that comes with one-shot tests

### **The Study's Objectives**

This study was guided by four main objectives.

- i. To find out the root causes of examination malpractice in Schools in Tafa Local Government of Niger State
- ii. To find out the forms of examination malpractice in Schools in Tafa Local Government of Niger State
- iii. To find out the challenges faced in curbing examination malpractices in schools in Tafa Local Government of Niger state.
- iv. To determine the consequences of examination malpractices in Tafa schools and the Nigerian society at large

### **Questions to Ponder**

This study was guided by four research questions.

- i. What are the root causes of examination malpractice in schools in Tafa Local Government of Niger State?
- ii. What are the forms of examination malpractice in schools in Tafa Local Government of Niger State?
- iii. What are the challenges faced in curbing examination malpractice in schools in Tafa Local Government of Niger state?
- iv. What are the consequences of examination malpractice in Tafa schools and the Nigerian society at large?

### **Hypothesis**

The study was directed by a single null hypothesis.

There is no discernible difference between students and graduates who achieved good results via hard work and those who achieved good results through examination malpractice in terms of job performance and job quality delivery.



### Methodology

The study's research approach was a descriptive survey research design. The researchers inferred information about a population of interest based on responses to a sample selected from the entire population. This method was chosen because it helps researchers describe, examine, record, analyse, and interpret variables found in the study. Questionnaires were delivered to respondents from chosen schools in Tafa Local Government, Niger State, who made up the study's sample size. The study included 300 pupils, 130 staff members, and 70 parents. Purposeful random sampling was used to pick staff and parents from each of the selected schools. As a result, the total population of the study is 500 people. "Examination malpractice: Causes, Nature, Challenges, and Consequences," a four-Likert-scale questionnaire prepared by the researchers (EMCNCC). The instrument was given to educational specialists at the Veritas University Abuja Faculty of Education, who updated and corrected it to ensure its validity. The questionnaire's face and content validity were determined, and the reliability was determined using the Pearson product moment correlation coefficient. A value of 0.75 was obtained, which was sufficient to assess its reliability. To answer the research questions, the collected data were analysed using frequency counts, percentages, and mean, while the null hypothesis was tested using the t-test at the 0.05 level of significance. A mean criterion of 2.50 or higher was kept, while a mean of less than 2.50 was rejected

### Results

#### Descriptive Analysis of Research Questions

The four research questions earlier raised in the study were answered descriptively.

**Research Question 1:** What are the causes of examination malpractice in schools in Tafa Local Government of Niger State?

**Table 1: Mean analysis showing causes of examination malpractice in schools**

S/N	Causes of Examination Malpractice	Level of Agreement				X	STD	Decision
		SA	A	D	SD			
1	Poor seating arrangement during examination	146	146	17	11	3.33	0.73	Agreed
2	Poor school facilities	148	147	16	9	3.36	0.71	Agreed
3	Wrong societal quest for certificates despite poor academic achievements	140	152	16	12	3.31	0.74	Agreed
4	Poor and low moral concern about examination fraud by those involved in	143	144	18	15	3.30	0.78	Agreed

	malpractice							
5	Socio-economic issues	144	146	17	13	3.32	0.75	Agreed
6	Weak and poor political undertones	150	146	13	11	3.36	0.72	Agreed
7	Privatization and commercialization of education	149	145	16	10	3.35	0.72	Agreed
8	Insufficiency of proper examination structures like lack of examination halls	153	137	17	13	3.34	0.76	Agreed
9	Poor and inadequate invigilation of examinations during examination	139	148	20	13	3.29	0.76	Agreed
10	Weak and careless parental function towards their children	140	143	20	17	3.27	0.80	Agreed
11	Societal corrupt and wrong-doing practices	145	142	19	14	3.31	0.77	Agreed
12	Business and cybercafé centers collusion activities near schools	140	138	20	22	3.24	0.85	Agreed
13	Parents' collaboration with students for examination malpractice	139	149	20	12	3.30	0.75	Agreed
14	Teachers' collaboration with students for examination malpractice	151	156	10	3	3.42	0.60	Agreed
15	Teachers' collusion with parents for examination malpractice	154	156	3	7	3.43	0.63	Agreed
16	School proprietors/school directors' collusion with students for examination malpractice	151	150	10	9	3.38	0.69	Agreed
17	School examination officers' collusion with students for examination malpractice	144	155	12	9	3.36	0.69	Agreed

18	Examination invigilators' collusion with students for examination malpractice	135	157	16	12	3.30	0.73	Agreed
19	Civil Court Judges and Legislatures' collusion with examination officials for exam malpractice	3	9	163	145	1.59	0.60	Disagreed
20	Students' laziness and poor preparation towards examination	144	157	13	6	3.37	0.66	Agreed
21	Use of unqualified teachers with poor examination values	147	151	12	10	3.36	0.70	Agreed
<b>Sectional Mean</b>						<b>3.25</b>	<b>0.72</b>	<b>Agreed</b>

**Scale Mean 2.50**

From Table 1, it could be observed that the mean values of 3.33, 3.36, 3.31, 3.30, 3.32, 3.36, 3.35, 3.34, 3.29, 3.27, 3.31, 3.24, 3.30, 3.42, 3.43, 3.38, 3.36, 3.30, 3.37 and 3.36 respectively were in agreement with item 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20 and 21 respectively while the mean value of 1.59 was in disagreement with item 19. The sectional mean of 3.25 was greater than the scale mean of 2.50 which indicated that some of the respondents agreed that poor seating arrangement during examination, poor school facilities, wrong societal quest for certificates despite poor academic achievements, poor and low moral concern about examination fraud by those involved in malpractice, socio-economic issues, weak and poor political undertones, privatization and commercialization of education, insufficiency of proper examination structures like lack of examination halls, poor and inadequate invigilation of examinations during examination, weak and careless parental function towards their children, societal corrupt and wrong-doing practices, business and cybercafé centers collusion activities near schools, parents' collaboration with students for examination malpractice, teachers' collaboration with students for examination malpractice, teachers' collusion with parents for examination malpractice, school proprietors/school directors collusion with students for examination malpractice, school examination officers' collusion with students for examination malpractice, examination invigilators' collusion with students for examination malpractice, students' laziness and poor preparation towards examination and use of unqualified teachers with poor examination values were the causes of examination malpractice while the remaining respondents disagreed that Civil Court Judges and Legislatures' collusion with examination officials for exam malpractice as one of the causes of examination

malpractice.

**Research Question 2:** What are the forms of examination malpractice in schools in Tafa Local Government of Niger State?

**Table 2: Mean analysis showing forms of examination malpractice in schools**

S/N	Forms of Examination Malpractice	Level of Agreement				X	STD	Decision
		SA	A	D	SD			
22	Collusion with examination candidates by examination officers	151	144	16	9	3.37	0.71	Agreed
23	Impersonation	154	144	13	9	3.38	0.70	Agreed
24	Giraffing	141	151	19	9	3.33	0.71	Agreed
25	Inscription	143	155	9	13	3.34	0.73	Agreed
26	Irregular activities inside and outside examination hall	6	6	157	151	1.58	0.63	Disagreed
27	Use of electronic equipment/mobile phones during examinations	147	151	13	9	3.36	0.70	Agreed
28	Bribing examination officials	154	135	16	15	3.34	0.78	Agreed
29	Intimidation/assault on examination officials	137	167	13	3	3.37	0.61	Agreed
30	Coded sign languages	154	150	9	7	3.41	0.66	Agreed
31	Examination miracle centers	147	148	12	13	3.34	0.74	Agreed
32	Pre-examination malpractice	154	147	16	3	3.41	0.63	Agreed
33	Electrical Electronics (elect-elect) examination malpractice	34	56	145	85	2.12	0.58	Disagreed
34	Smuggling of foreign materials	148	150	16	6	3.38	0.67	Agreed
35	Post-examination malpractice	141	155	12	2	3.33	0.72	Agreed
36	Towing/Ecomog	56	61	123	80	2.29	0.57	Disagreed
37	Examination mass cheating	144	154	9	13	3.34	0.73	Agreed
38	Twins' conspiracy	35	62	102	121	2.03	0.58	Disagreed
	<b>Sectional Mean</b>					<b>3.04</b>	<b>0.67</b>	<b>Agreed</b>

**Scale Mean 2.50**

From Table 2, it could be observed that the mean values of 3.37, 3.38, 3.33, 3.34, 3.36, 3.34, 3.37, 3.41, 3.34, 3.41, 3.38, 3.33 and 3.34 respectively were in agreement with items 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 34, 35 and 37 respectively while the mean values of 1.58, 2.12, 2.29 and 2.03 respectively were in disagreement with items 26, 32, 33, 36 and 38 respectively. The sectional mean of 3.04 was greater than the scale mean of 2.50 which indicated that some the respondents agreed that collusion with examination candidates by examination officers, impersonation, giraffing, inscription, use of electronic equipment/mobile phones during examinations, bribing examination officials, intimidation/assault on examination officials, coded sign languages, examination miracle centers, pre-examination malpractice, smuggling of foreign materials, post-examination malpractice and examination mass cheating were the various forms of examination malpractice while the remaining respondents disagreed that irregular activities inside and outside examination hall, electrical electronics (elect-elect) examination malpractice, towing/ecomog and twins conspiracy as forms of examination malpractice.

**Research Question 3:** What are the challenges faced in curbing examination malpractice in schools in Tafa Local Government of Niger State?

**Table 3: Mean analysis showing challenges faced in curbing examination malpractice in schools**

S/N	Challenges of Examination Malpractice	Level of Agreement				X	STD	Decision
		SA	A	D	SD			
39	Parents' failure to stop aiding their students in examination malpractice	141	148	16	15	3.30	0.77	Agreed
40	Poor and low moral values from both parents, teachers and students	152	143	16	9	3.37	0.71	Agreed
41	Lack of honest examination invigilators and institutionalization of malpractice by exam officials	147	145	15	13	3.33	0.75	Agreed
42	Poor teacher training for teachers involved in examination malpractice	34	99	101	86	2.25	0.61	Disagreed
43	Very poor and low reassessment of invigilators	55	65	98	102	2.23	0.62	Disagreed

44	Very poor remuneration for exam invigilators	155	143	13	9	3.39	0.70	Agreed
45	Failure of government to enforce and implement examination malpractice prohibition laws	121	171	19	9	3.26	0.70	Agreed
46	Employment of unqualified teachers at all levels of education	34	76	111	99	2.14	0.69	Disagreed
47	Poorly equipped school libraries	154	141	16	9	3.38	0.71	Agreed
48	Poor and inadequate funding of the educational sector	153	145	6	16	3.36	0.76	Agreed
49	Very wrong high emphasis by government and employment agencies on paper qualification or certificates without any adequate skills acquired by candidates	155	137	16	12	3.36	0.71	Agreed
<b>Sectional Mean</b>						<b>3.03</b>	<b>0.71</b>	<b>Agreed</b>

**Scale Mean 2.50**

From Table 3, it could be observed that the mean values of 3.30, 3.37, 3.33, 3.39, 3.26, 3.38, 3.36 and 3.36 respectively agreed with items 39, 40, 41, 44, 45, 47, 48 and 49 respectively while the mean values of 2.25, 2.23 and 2.14 respectively were in disagreement with items 42, 43 and 46 respectively. The sectional mean of 3.03 was greater than the scale mean of 2.50 which indicated that some of the respondents agreed that parents' failure to stop aiding their students in examination malpractice, poor and low moral values from both parents, teachers and students, lack of honest examination invigilators and institutionalization of malpractice by exam officials, very poor remuneration for exam invigilators, failure of government to enforce and implement examination malpractice prohibition laws, poorly equipped school libraries, poor and inadequate funding of the educational sector and very wrong high emphasis by government and employment agencies on paper qualification or certificates without any adequate skills acquired by candidates were the challenges of examination malpractice while the remaining respondents disagreed with poor teacher training for teachers involved in examination malpractice, very poor and low reassessment of invigilators and

employment of unqualified teachers at all levels of education as challenges of examination malpractice.

**Research Question 4:** What are the consequences of examination malpractice in schools in Tafa Local Government of Niger State?

**Table 4: Mean analysis showing consequences of examination malpractice in schools**

S/N	Consequences of Examination Malpractice	Level of Agreement				of $\bar{X}$	STD	Decision
		SA	A	D	SD			
50	Examination malpractice has negative impact on teachers	138	157	13	12	3.32	0.72	Agreed
51	Examination malpractice has negative impact on examiners	147	151	13	9	3.36	0.70	Agreed
52	Examination malpractice has negative impact on parents	145	150	9	16	3.33	0.76	Agreed
53	Examination malpractice has negative impact on educational institutions	139	153	19	9	3.34	0.71	Agreed
54	Examination malpractice makes students to be very dishonest in life	138	151	19	12	3.30	0.74	Agreed
55	Examination malpractice results in low and poor job performance abilities in graduate students	144	157	13	6	3.37	0.66	Agreed
56	Examination malpractice has a long-term and disastrous consequences on education and the society at large	147	142	19	12	3.33	0.75	Agreed
57	Examination malpractice makes students to be lazy in carrying out their studies effectively	138	157	12	13	3.31	0.73	Agreed
58	Examination malpractice brings about the production or graduation of certificated illiterates in the society	166	129	16	9	3.41	0.72	Agreed

59	Candidates or products of examination malpractice grow up to be adults, instructors/teachers, examination authorities and society leaders who see nothing wrong in examination fraud	138	160	15	7	3.34	0.67	Agreed
60	Examination malpractice discourages hardworking students from working hard for genuine academic excellence	139	153	16	12	3.31	0.74	Agreed
<b>Sectional Mean</b>						<b>3.34</b>	<b>0.72</b>	<b>Agreed</b>

**Scale Mean 2.50**

From Table 4, it could be observed that the mean values of 3.32, 3.36, 3.33, 3.34, 3.30, 3.37, 3.33, 3.31, 3.41, 3.34 and 3.31 respectively disagreed with items 50, 51, 52, 53, 54, 55, 56, 57, 58, 59 and 60 respectively. The sectional mean of 3.34 was greater than the scale mean of 2.50 which indicated that all the respondents disagreed that examination malpractice has negative impact on teachers, examiners, parents, educational institutions, makes students to be very dishonest in life, results in low and poor job performance abilities in graduate students, has a long-term and disastrous consequences on education and the society at large, makes students to be lazy in carrying out their studies effectively, brings about the production or graduation of certificated illiterates in the society, candidates or products of examination malpractice grow up to be adults, instructors/teachers, examination authorities and society leaders who see nothing wrong in examination fraud and examination malpractice discourages hardworking students from working hard for genuine academic excellence.

### Discussion

In research question one, it revealed that examination malpractice were caused by poor seating arrangement during examination, poor school facilities, wrong societal quest for certificates despite poor academic achievements, poor and low moral concern about examination fraud by those involved in malpractice, socio-economic issues, weak and poor political undertones, privatization and commercialization of education, insufficiency of proper examination structures like lack of examination halls, poor and inadequate invigilation of examinations during examination, weak and careless parental function towards their children, societal corrupt and wrong-doing practices, business and cybercafé centers collusion activities near schools, parents' collaboration with



students for examination malpractice, teachers' collaboration with students for examination malpractice, teachers' collusion with parents for examination malpractice, school proprietors/school directors collusion with students for examination malpractice, school examination officers' collusion with students for examination malpractice, examination invigilators' collusion with students for examination malpractice, students' laziness and poor preparation towards examination and use of unqualified teachers with poor examination values were the causes of examination. This agreed with Tinibu (2017) who reported that insufficiency of proper examination structures like lack of examination halls, poor and inadequate invigilation of examinations during examination are some of the causes of examination malpractice.

In research question two, it revealed the various forms of examination malpractice such as collusion with examination candidates by examination officers, impersonation, giraffing, inscription, use of electronic equipment/mobile phones during examinations, bribing examination officials, intimidation/assault on examination officials, coded sign languages, examination miracle centers, pre-examination malpractice, smuggling of foreign materials, post-examination malpractice and examination mass cheating were the various forms of examination malpractice.

In research question three, it revealed the challenges of examination malpractice such as parents' failure to stop aiding their students in examination malpractice, poor and low moral values from both parents, teachers and students, lack of honest examination invigilators and institutionalization of malpractice by exam officials, very poor remuneration for exam invigilators, failure of government to enforce and implement examination malpractice prohibition laws, poorly equipped school libraries, poor and inadequate funding of the educational sector and very wrong high emphasis by government and employment agencies on paper qualification or certificates without any adequate skills acquired by candidates were the challenges of examination malpractice.

In research question four, it revealed the consequences of examination malpractice such as has negative impact on teachers, examiners, parents, educational institutions, makes students to be very dishonest in life, results in low and poor job performance abilities in graduate students, has a long-term and disastrous consequences on education and the society at large, makes students to be lazy in carrying out their studies effectively, brings about the production or graduation of certificated illiterates in the society, candidates or products of examination malpractice grow up to be adults, instructors/teachers, examination authorities and society leaders who see nothing wrong in examination fraud and examination malpractice discourages hardworking students from working hard for genuine academic excellence.

### **Conclusion**

In Nigeria, exam malpractice is now frequent in all types of exams and cheating in these exams is nearly unheard of. Everyone continues to criticize the cankerworm that has

infected the Nigerian educational system, and all punishments instituted to combat it have shown to be nearly, if not entirely, ineffectual. Because education is the foundation of every civilization, every factor or vice that tarnishes the learning process' outcome must be combated by all stakeholders and well-intentioned Nigerians. Exam misconduct, which has remained a disease in the education sector, demands a comprehensive approach for its eradication, according to the discussion thus far. Because any nation's development is totally dependent on its people resources, and human resources are refined into productive individuals through education, eliminating test misconduct, which sabotages human resource development, should be treated as a full-scale war. Restoring Section 20 of Decree 20 of 1984, which stipulated twenty-one years in jail without the option of a fine if convicted, into the 1999 constitution (as modified), will be a positive step toward winning this conflict.

### **Recommendations**

Most academics agree that a set of administrative and pedagogical measures are necessary to promote student passion for learning during tests to counteract student fraud.

Exam cheating brings the academic world to its knees in the end. This is in direct opposition to the goal of education, which is to acquire knowledge and skills. As a result, students might receive a certificate without learning anything. As a result of this occurrence, learning becomes inequitable, dangerous, and detrimental. As a result, even the most trustworthy students and teachers suffer. As a result, the following recommendations for avoiding examination misconduct are provided.

1. Changes in value systems, such as placing a high value on credentials, are detrimental to our academics since they encourage exam fraud. A sound educational policy should be implemented, concentrating on skills and professional competence rather than diplomas.
2. Exam cheats have been found to have academic difficulties. A faulty educational foundation could be to blame for their shortcomings. As a result, it is suggested that instructional delivery be improved, particularly at the basic and secondary school levels.
3. To avoid overstressing the limited resources in schools, the State Ministry of Education should advise against indiscriminate admission of students. Depending on the state ministry of education's available facilities, the Ministry of Education and the zonal offices of education shall ensure that school classes are not overcrowded and that school principals admit only capable pupils.
4. The federal and state governments should continue to build additional secondary schools to accommodate more applicants seeking admission and avoid overcrowding in current schools as the population grows year after year. Due to the vast population and significant number of students migrating from

- primary to secondary school, each district should have at least two or more good standard public schools.
5. To combat the new wave of e-cheating in any given examination, examination halls should impose a ban on the use of mobile phones, BlackBerrys, IPADs, and other electronic devices that could facilitate examination malpractice.
  6. The integrity of every school principal and all the teachers in each institution can thwart exam malpractice. School principals, instructors, and school examination officials or supervisors should all have a proven track record of reliability. When supervising examinations, invigilators should exercise extraordinary caution and be equally fair to everybody. A question of a double standard should never be raised.
  7. Stakeholders should no longer provide leap services to exam malpractice. Parents who insist on their children obtaining the best result without making serious attempts should be interfered by religious and communal authorities.
  8. Exam rigidity and timing should be reviewed so that if a student is truly unable to write an examination, another time suitable for him should be organized for him, perhaps in the form of summer exams. This will remove the fear of failure, which can lead to impersonation and other types of fraud.
  9. All forms of so-called "miracle" examination centres should be forbidden by both the federal and state governments, with heavier punishments for those who manage them. Seminars at various levels of education should be held on a regular basis to educate school administrators, teachers, parents, and the public about the bad impacts, evils, and long-term implications of examination malpractice on the educational system and society at large.

## References

- Adekunle, S. (2003). *Preparing for examination*. Ilesha: Ilesanmi Press.
- Adewale G. G. (2014). To be precise, Nigeria. Exam Misconduct: A Barrier to School Effectiveness. Retrieved June 12<sup>th</sup>, 2022 from <https://www.unilorin.edu.ng>
- Agyei A. (2021), causes and effects of examination malpractices among junior highschool students in new edubiase. Retrieved June 12<sup>th</sup>, 2022 from <https://www.semanticscholar.org/paper/causes-and-effects-of-examination-malpractices-high-ampofa/7541d0140960568b2567eb111f76e7bf6d9fdc78>
- Akaranga, S. I., & Ongong, J. J. (2013). The phenomenon of Examination Malpractice: An Example of Nairobi and Kenyatta Universities. *Journal of Education and Practice*, 4(18): 87 – 96
- Anzene, S. J. (2014). Trends in Examination Malpractice in Nigerian Educational System and its Effects on the Socio-Economic Development of Nigeria. *Asian Journal of Humanities and Social Sciences*, 2(3): 1 – 8
- Awambor, M. (2004). Medical Malpractice and the Future of the United States Retrieved January 24<sup>th</sup>, 2023 from [www.techinceptions.com](http://www.techinceptions.com)
- Bruno, U.D.O. & Ogidigbo, G.C.E. (2012) The Counseling Implications of Examination Malpractice among University Undergraduates. *Research Journal of Organizational Psychology & Educational studies* 1: 199-202.
- Eze H. (2012). In Nigeria, there is a lot of examination malpractice. Cross River University of Technology Student Handbook, 2014. Retrieved January 18<sup>th</sup>, 2023 from [http://www.nigeriaworld.com/2012/articles/Cross\\_River\\_University\\_of\\_Technology\\_Student\\_Handbook\\_2014](http://www.nigeriaworld.com/2012/articles/Cross_River_University_of_Technology_Student_Handbook_2014)
- Federal Republic of Nigeria (1999). Act 33 of the Federal Republic of Nigeria's Constitution, as amended, was enacted in 1999.
- Federal Republic of Nigeria, (2004). *Examination Malpractices Act*, Cap E15, LFN, 2004.
- George, I. N., & Ukpong, D. E. (2013). Contemporary Social Problems in Nigeria and its Impact on National Development: Implication for Guidance and Counselling Services. *Journal of Educational and Social Research*, 3(2): 167 – 173.

- Ijabadeniyi, O.A. (2017) Examination Malpractice as a Social Phenomenon: Challenge and Legal Implications. *Journal of Health and Social Issues* 6 (1), 32 – 39.
- In 2011, the National Universities Commission established minimal academic qualifications as a baseline. Retrieved January 18<sup>th</sup>, 2023 from <http://www.academia.edu>
- Ijaiyi, M. N. (2009). Retrieved January 18<sup>th</sup>, 2023 from [www.Legit.ng](http://www.Legit.ng) [www.research-education-edu.blogspot.com](http://www.research-education-edu.blogspot.com). The thirteenth of July 2009 is significant date in American history.
- Jimoh, B. O. (2009). Examination Malpractice in Secondary Schools in Nigeria: What sustains it? *European Journal of Educational Studies*,1(3): 101 – 108
- Nigerian Medical Malpractice: Causes, Effects, and Solutions. Retrieved January 18<sup>th</sup>, 2023 from [www.Legit.ng](http://www.Legit.ng)
- Nsison, A. U. (2011). Remote causes and counselling implications of examination malpractice in Nigeria. *Journal of Social Sciences, Arts, and Humanities*, 3 (10): 23-28
- Oko, S. U., Efia & Adie (2016) Causes, Effects, and Prevention Strategies for Examination Malpractice S. U. Oko, Efia, Efia, and R. Oduwaiye, Causes, Effects, and prevention strategies for Examination Malpractice. Retrieved January 18<sup>th</sup>, 2023 from <https://www.arcjournals.org/international-journal-of-managerial-studies-and-research/volume-4-issue-1/6>
- Olumide A. A. (2021). Challenges and legal implications of examination malpractice. Retrieved January 18<sup>th</sup>, 2023 from <https://www.sun.edu.ng/knowledge-update/challenges-and-legal-implications-of-examination-malpractice>
- Omenu, F. (2015). Causes of Examination Malpractice in Nigeria Schools. *British Journal of Education*, 3 (7), 34-41.
- Onuka, A., & Amoo, S. A. (n.d). Examination Malpractice and Act 33 of 1999. Retrieved from [www.naere.org.ng/journal/examination-malpractice-act-33-1999.pdf](http://www.naere.org.ng/journal/examination-malpractice-act-33-1999.pdf)
- Onuka, A. O. U., & Durowoju, E. O. (2013). Stakeholders' Role in Curbing Examination Malpractice in Nigeria. *International Journal of Economy, Management and Social Sciences*, 2(6): 342 – 348
- Onyechere, I. (2004). "#66 billion lost to examination fraud in 10 years". *The Punch Newspaper*, Monday, August 30.
- Onyechere, J., Olanipekun, & Olanipe (2004). Examination Malpractice's Consequences. Retrieved January 18<sup>th</sup>, 2023 from [www.ajol.info/index](http://www.ajol.info/index)
- Onyibe, C. O., Uma U. U & Emmanuel I. (2015). Examination Malpractice in Nigeria: Causes and Effects on National Development. *Journal of Education and Practice*. 6(26), pp 12 – 17.
- Oreidein, A. O. (2006). Checking Examination Malpractice in Nigerian Schools. Retrieved from [www.naere.org.ng/journal/checking-examination-malpractice-nigerian-schools.pdf](http://www.naere.org.ng/journal/checking-examination-malpractice-nigerian-schools.pdf)
- Oxford Advanced Learner's Dictionary (2000). Retrieved March 18<sup>th</sup>, 2023 from <https://www.oxfordlearnersdictionary.com/definition/english/examine>
- Tinibu, S. (2017), Examination malpractice causes, effects, and solutions in Nigeria. Retrieved January 18<sup>th</sup>, 2023 from <https://www.legit.ng/1142694-examination-malpractice-effects-solutions-nigeria.html>
- Uzochukwu. M. (2015). Malpractice and the factors that contribute to it. Retrieved March 4<sup>th</sup>, 2023 from <http://uzochukwumike.Hubpages.com/uzochukwumike>
- Uzoigwe, G. O. (n.d). Corruption in Education and Assessment Systems: The WAEC Experience in Nigeria. Retrieved from [www.iaea.info/documents/paper\\_1162d1b538.pdf](http://www.iaea.info/documents/paper_1162d1b538.pdf)
- West African Examination Council (2003). A report on examination malpractice was released by the West African Examination Council (WAEC) (2003). Retrieved June 12<sup>th</sup>, 2022 from [www.naija.com](http://www.naija.com)