



**EFFECTIVE IMPLEMENTATION OF THE EXAMINATION MALPRACTICE ACT
2004 AMIDST INCREASING EXAMINATION MISCONDUCT ISSUES IN WAEC,
NABTEB AND NECO EXAMINATIONS IN NIGERIA**

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Abstract

The paper examined the effective implementation of the examination malpractice act 2004 amidst increasing examination misconduct issues in WAEC, NABTEB and NECO Examinations in Nigeria. Indepth-interview method was used for the study. The paper highlighted the fact that examination misconduct is one of the most common negative tendencies we've witnessed in the country. It has become an intractable problem in most of our schools and it is on the rise in WAEC, NABTEB and NECO examinations. Several types of examination misconduct were highlighted in the study. The paper further examined Nigeria's examination malpractice act and effective strategies in curbing examination malpractice in Nigeria. The paper recommends that 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 and that eexamination malpractice laws should be promulgated and enforced in the country amongst several others.

Keywords: Education, effective, examination, malpractice, and misconduct

Introduction

Education is the foundation upon which physical and technological developments rest. In Nigeria, education has been adopted as an instrument for national development. Therefore, governments, communities, private

organizations and individuals have established educational institutions with a view of training the citizens for the development of the nation's physical and human resources. One of the objectives of education in Nigeria is to prepare the young ones to face future challenges and develop them to meet the nation's manpower requirements.

In Nigeria, certain examination bodies have been charged with the responsibility of conducting external examinations leading to certification and placement in higher levels of education. These bodies include West Africa Examination Council (WAEC), National Examination Council (NECO), National Business and Technical Education Board (NABTEB), Joint Admission and Matriculation Board (JAMB) as well as the various states ministries of education. It is however regrettable to note that the conduct of the various examinations undertaken by these bodies leaves much to be desired being fraught with a lot of examination malpractices. Examination malpractice is described as the massive and unprecedented abuse of rules and regulations pertaining to internal and external examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates.

Examination malpractice is noted as fraud within the school system, which occurs right from primary, secondary to tertiary level of education in Nigeria. Examination malpractice is a corrupt practice within the educational system. This practice is thriving strongly in our system, thus making it a real monster, it is a real manner because the culture of hard work, academic excellence, honesty, decency is fast eroding the present generation of youth in different institutions of learning in Nigeria (Amadi and Opuiyo, 2018).

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. 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.

Review of Appropriate Literatures

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 Abraham Ajayi (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.

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 centre's 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 centre's" 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 S. (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.

Justice Agyei Ampofo (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.

The Implications of Examination Misconduct

Examination misconduct has far-reaching implications for individuals and society. Exam 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 scepticism. 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 Malpractice in Examination Act of 2004

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 N100,000 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 N100,000 or a term of imprisonment of not more than three years, or both.

Section 3: Impersonation (false representation as a candidate)

Penalty:

- i. If the offender is under the age of 18, he or she faces a fine of N100,000 or a prison sentence of not more than three years, or both, if convicted.
- ii. 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.
- iii. 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 N50,000 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 N100,000 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: Examinaible 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 N100,000 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 N50,000 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 N100,000 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 N100,000 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 N50,000 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 N100,000 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 S., 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 Nsisong (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.

Effective Strategies 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 Odofin (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

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.

Conclusion

The study revealed that examination misconduct is one of the most common negative tendencies we've witnessed in the country. It has become an intractable problem in most of our schools and it is on the rise in WAEC, NABTEB and NECO examinations. Examination malpractice in Nigeria's educational system is a contentious issue that affects not just examination boards but also the entire educational system, the government, and the public. Several types of misconduct occur in WAEC, NABTEB and NECO examinations. The study revealed some of the variables that contribute to examination malpractice which include: 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. Others are poor school infrastructure, poor seating arrangement, socio-economic concerns, political overtones, privatization and commercialization of education, and poor invigilation. Examination misconduct has far-reaching negative implications for Nigerians. The study revealed that Nigeria Examination Malpractice Act has resulted in the enactment of numerous laws and penalties ranging from imprisonment to fines or both. This demonstrates the Nigerian government's will to address the threat of examination misconduct at all levels. The study revealed the following

examination malpractice types common in Tafa Local Government Schools which include: Collusion between candidates and between candidates and examiners, Impersonation, giraffing, inscription, irregular activities both within and outside the examination halls, use of unlawful scientific calculators, organizers, compact discs, and mobile phones, bribery and intimidation/assault on examination officials amongst several others. Although some strategies were put in place to eliminate examination malpractice, much still needs to be done for the professional development of teachers.

Recommendations

In order to overcome examination malpractices and misconduct, the following recommendations are put forward:

- i. School 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.
- ii. Examination malpractice laws should be promulgated and enforced in the country.
- iii. Government should provide schools with educational counsellors and equip them with excellent counselling services to help students develop efficient study habits.

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