



## Effects of examination malpractice on educational achievements in Nigerian students

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### Abstract

The issue of morality in our society and the quest for certificate in the face of poor academic performance has been very worrisome as it has increased the spate of examination malpractices in Nigerian school system. This paper reviewed the remote causes, the various forms of examination malpractice especially and its effects on educational achievements in Nigerian students. It also looked at the possible ways of curbing the menace. The result of the study shows that the students are affected by examination malpractice as it leads to lack of confidence, laziness, weak morale conscience, In order to combat examination malpractice, less emphasis should be placed in certificate. Parents should be counseled not to mount pressure on their wards to study the courses of their interest.

**Keywords:** education, examination malpractice, achievement and students

### Introduction

The Oxford advanced learners dictionary (2000) defined exam as spoken or practical test at school or college especially an important one that you need to do in order to get a qualification. The Wikipedia further asserted that a test or examination is an assessment intended to measure a test-takers knowledge or skill, aptitude, physical fitness or classification in many other topics (e.g. beliefs). A test may be administered orally, on a paper, on a computer or in confirmed area that requires a test taker to physically perform a set of skills.

According to the Longman Dictionary of Contemporary English (5th ed.), education is a process of teaching and learning. Akaranga & Ongong (2013) <sup>[2]</sup> says that education is a necessary process through which young adults are equipped to lead productive lives according to their talents and interests. 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. The Oxford advanced learners dictionary (2000) defined exam as spoken or practical test at school or college especially an important one that you need to do in order to get a qualification. The Wikipedia further asserted that a test or examination is an assessment intended to measure a test-takers knowledge or skill, aptitude, physical fitness or classification in many other topics (e.g. beliefs). A test may be administered orally, on a paper, on a computer or in confirmed area that requires a test taker to physically perform a set of skills. 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, (Wikipedia). The 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. Education could be formal or informal. Formal education occurs in a structured environment whose explicit purpose is teaching of students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Whilst informal learning occurs in a variety of places, such as out of school time, in youth programs at community centres and even village squares. Informal learning does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements. It is not necessarily planned to be pedagogically conscious, systematic and according to subjects, but rather unconsciously incidental, holistically problem oriented, and related to situation management and fitness for life. In the traditional African educational system, teaching and learning were basically practical. The students learned orally and through close observation of their master. In fact it was through imitation, no issuance of certificate to prove completion of course of study since the society was interested in skill acquisition and practical demonstration of the arts learned. Definitely, there was no need for certification, since education was viewed as a means to an end and not an end in itself (Akaranga & Ongong, 2013) <sup>[2]</sup>. The western knowledge acquisition system or formal education is measured on certificates. Yet, certificate is not a full proof of knowledge retention. Before certificate is awarded, the students have to be assessed or examined in the field they have been trained. Nnam & Inah (2015) <sup>[7]</sup> notes that examination is a yardstick against which students or candidates' competence and progress are formally measured and appraised in the education sector. According to Emaikwu (2012) <sup>[4]</sup>, examination as part of evaluation in

education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this forms a feedback. George & Ukpong (2013) <sup>[2]</sup> opines that examination is the most common tool around which the entire system of education revolves, it is the instrument used to decide who is permitted to move to the next academic level. Malik & Shah (1998) cited in Akaranga & Ongong (2013) <sup>[2]</sup> observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not result. Hence, the result of such evaluation leads to wrong decision and judgment which affect the teacher, the learner, the entire education industry, as well as the society (Ojonemi *et al.*, 2013) <sup>[8]</sup>. Whenever there is examination irregularity or malpractice, the validity and resulting outcome is questionable. 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; Onuka & Amoo) <sup>[3]</sup>, 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, (Wilayat, 2009) quoted in Akaranga & Ongong, 2013) <sup>[2]</sup>. Alutu & Aluede (2006) cited in Jimoh (2009) <sup>[6]</sup> 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 & Amusan (2008) cited in Onuka & Durowoju (2013) <sup>[9]</sup> 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. From all the definitions, it is clear that examination malpractice tends to confer undue advantage or undeserved grade to the perpetrators of the act. Again, it may be committed by not only the candidates but also by other bodies charged with the responsibilities of examination management. Undoubtedly, examination malpractice has been a social problem for decades, but the rate and manner it is perpetrated nowadays calls for serious concern. The rate

of this crime has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of illegal practice or another, (Nnam & Inah, 2015; Ojonemi *et al.*, 2013) <sup>[7, 8]</sup>. Examination malpractices are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating, (Nnam & Inah, 2015; Anzene, 2014; Ojonemi *et al.*, 2013; Jimoh, 2009) <sup>[7, 3, 8, 6]</sup>.

### Forms of Examination Malpractice

In every examination, students develop new methods of perpetrating examination malpractices. The instances of examination malpractices vary. They range from impersonation, leakage of questions, tampering with results, and computer fraud to fraudulent practices by invigilators. Some forms of malpractices are discussed below.

-Leakage: This means that the content of examination or part of it is disclosed prior to taking the examination. Usually it involves one or more of the following: staff members of the examination authorities, printers, proof readers, messengers, personal to develop the papers (setters) or to determine its suitability (moderators) and school administrators.

-Impersonation: An individual who is not registered as a candidate takes the place of one that is registered. Usually this involves collusion between the chief examiner and the examination supervisor. It frequently involves tertiary institutions students taking the test for monetary reward or a favour for a girl friend or boyfriend. Sometimes young employees are coerced to take the examination in place of the rightful examinee.

-External Assistance: Individuals who are not examination candidates giving unauthorized assistance to candidates. Usually this involves invigilators (exam room supervisors) dictating answers, writing answers on the black boards, calculating sheets of worked out answers during the course of the examinations or acting as couriers of materials into the examination center. In some instance entering helpers here used phones or broadcast answers.

-Smuggling of foreign materials: This is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g. note books, crib notes, charts and answers) into the examination hall. Material is frequently smuggled in pants, shoes, hems and bras or information is written on parts of the body.

-Copying: Reproduction of another candidate work with or without permissions. - Collusion: Unauthorized passing of information between candidates usually by exchanging notes or scripts. Usually involves only the candidate but can be facilitated by inadequate spacing between desks and lax supervision.

-Intimidation: Examinations official including supervisors and makers of papers are physically threatened. Usually involves people seeking support for individual candidates. Candidates here also placed weapons in clear view of supervisors to intimidate them. Substitution of scripts, replacing answer sheets handed out during the course of examination. Usually involves examination office officials, invigilators and some teachers working outside the examination room.

-Improper Assignment: Deliberate placing of candidate in centers under the supervising of corrupt officials. This is perpetrated by examination officers and examination

officials of ministries of Education and representatives of examination bodies.

-Ghost Centers: Fictitious examination centers. This is established by corrupt examination officials where candidates can complete the examination with the support of helpers and without supervision.

-Makers Malpractice: Deliberate alteration of marks designed to inflate or deflate a candidate's original mark. This can be initiated by examination officials, by candidates (making contract with the makers) or making contracts with the candidates.

1. Collusion among candidates themselves and between them and examination officials: Collusion occurs when candidates writing the same examination copies from one another. When examination official leaks the examination materials to the intended examinees, parents, or overzealous school managers prior to the examination time, the malpractice committed also falls under collusion. Collusion leads to mass cheating in examination.
2. Impersonation: This is a case where another candidate or hired mercenary sits for examination on behalf of the genuine candidate. Male candidates sitting in for girls or vice versa, and twins writing examinations for each other.
3. Giraffing: This form of cheating takes its name from one of the African wild animals with an extremely long neck, legs and small head, (Akaranga & Ongong, 2013). It is a process in which an examinee stretches out his neck as long as possible to view and copy what a fellow candidate has written down for a given question. Giraffing is among the oldest and the commonest form of examination malpractice.
4. Inscription: Students have now advanced to the level of inscribing materials or information on anything like parts of their body for example palms, thighs, baby pampers; handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on, (Oredein, 2006) <sup>[11]</sup>. Nursing mothers convert the tender skin of their baby to white board; intermittently during examination seek for permission to breastfeed their baby only to use such avenues for note reading or revision. A new examiner will be dumbfounded during NTI Distance Learning and universities part-time programmes' examinations.
5. **Irregular activities inside and outside the examination halls:** Students, who have made up their minds to cheat, exhibit unwholesome behaviours during examination. For instance, smuggling out question papers out of the examination hall, sending and receiving information from other candidates or from agents<sup>0</sup> and touts outside the hall, tearing part of the question paper or answer booklet during the examination to perpetrate malpractice.
6. **Scientific malpractice/ the use of mobile phones during examinations:** Nowadays, candidates employ unauthorized scientific calculators, organizers, compact disc, and mobile phones to take undue advantage. Mobile phones with camera (imaging functions) are used to take snapshots of a whole textbook in a much reduced format for use during examination. For examination that involves multiple choice questions, candidates inside the examination hall receive the answer through the handsets from their agents even

outside that geographical location.

7. Bribery: This form of malpractice may be used to enhance teacher-student collusion to cheat. It brings in the economic perspectives in examination malpractices. A student may pay an examination official some money not necessarily to buy the question paper, but to be allowed to use illegal materials smuggled into the examination halls or to extend the examination scheduled period. In Nigeria, bribery often referred to as sorting in tertiary institutions is rampant. Male students offer money or other valuables while female students use money or sex to bargain for "upgrading" of their examination scores. Bribery is common in both secondary and tertiary levels of education examination.
8. Intimidation / Assault on examination officials: There are reported cases where students and touts brandish dangerous weapons like daggers, pistols, axe, etc in the examination venues to intimidate invigilators to have a free day while committing the heinous crime. Students who indulge in secret cult activities are more prone to this violent act. The case of intimidation is more evident during external WASSCE / NECO examinations popularly referred to as GCE or during final semester of undergraduate examinations.
9. Other forms of examination malpractice includes the use of coded sign languages by some candidates, exchanging of answer booklets for note comparison or outright impersonation, mass cheating, leakage of question papers, etc. From the forms of examination malpractices aforementioned, it is clear that examination malpractice is not limited to the time and the place of examination. In fact, it occurs either before, during or after examination. A typical pre-examination malpractice in Nigeria is in the process of registering SSCE candidates for examinations. Ojerinde (2004) cited in Anzene (2014) <sup>[3]</sup> reported that one of the commonest forms of preexamination malpractice is the registration of non-school candidates for school examination by principals in spite of clear regulations against such practice. This explains why secondary schools located in rural areas with no access road or difficult terrains that hinder external monitoring or supervision witness influx of candidates during SSCE examinations. Such "miracle centres" are established for pure economic gains and not to impart knowledge to students. The introduction of Global System for Mobile Communication (GSM) in the country has revolutionized examination malpractice in all tiers of our school system. A lot of academic information is now stored in these electronic gadgets for direct use in examination halls or for onward transfer via short message service (sms) to other students in any other parts of the country. Post examination malpractices include such unwholesome activities occurring after the examination, for instance, candidates tracing their answer booklets to the marking centres. During SSCE examinations (WASSCE, NECO, & NABTEB), some candidates use pencil to write their telephone numbers, urging the marker (examiner) to contact them for price negotiation. Some female candidates also attach their semi-nude photographs in the answer booklets praying for a sexual promiscuous male to mark their answer booklets. Such photographs bear telephone numbers for contact. In the tertiary institutions, sorting and sexual

gratification is a major form of post examination malpractice. Continuous assessment scores and even examination scores are altered by the unscrupulous lecturers to give undue advantage to their cohorts. Intervention by highly placed school officials for their wards or relative to be passed or given a specific grade at all cost is also a rampant case of post examination malpractice.

### Causes of Examination Malpractice

The idea that, in the Nigerian Education certificate is most important than the skills to deliver is what prompted most students into malpractice so as to have the required certificate to be there. Therefore, the following could be advanced as reasons why we have examination malpractice in our educational system:

-High Stakes of Examinations: Success in an examination can have profound, immediate and long term impact on a candidates life. In many developing countries like Nigeria, examination success and secondary school graduation represents the whole avenue for poor students to secure a non-menial job. Many parents are seen to resort to various corrupt practices to ensure that their children "PASS" the public examination.

-Teacher and School Status: In many instance, teachers and school reputations depends on the success of students in public examinations, this is particularly true where official or un-official school position in external examinations are published. There is also the problem of prizes awarded to wining schools or individual subject teachers which triggers malpractice from both school administrators and teachers. - Personality Disposition: Some students are more prone to cheating than others, because they are either lazy or dubious.

-Desire of some parents to place their children: Some parents would blindly want their children to get into lucrative courses like medicine, accountancy, etc. as such would collide with any person who can at all cost get their children the required credits.

-Inadequate school facilities and Teachers: Textbooks shortages, inadequate teacher training, teacher absence from work, teacher lacking subject matter competency, strikes and frequent schools closure are common features of education in developing countries like ours. Parents and students may perceive conditions of learning to be so inadequate that they have little option than the resort to unfair means to increase the likelihood that the student will pass the examination. - Inadequacies of the Examinations: Where the standard aimed at is too high or obscure, teachers and students may lose confidence in their abilities to master the material. In such instance, students may resort to smuggling materials such as textbooks and notes in the examinations room.

-Location of Examination centers: Remote centers tend to receive materials in advance, thus increasing the opportunity of gaining access to examination papers. Due to distance or remoteness of the centers, proper supervision cannot be done as such any corrupt practice can be committed. - Low Salary Levels: Salary levels of teachers, examination officials and examination supervisors are frequently below the poverty line. In such instance bribes from parents may prove irresistible.

-Respect for Certificate: The society regards possession of certificate as Alfa and Omega where an individual is only

recognized if he possesses a certain certificate built professional's skills are not recognized. - Threats and Intimidation from Parents: Parents especially of wards from private schools and specialized schools, threaten proprietors of withdrawal of children or closure of schools in their children do not make excellent results

According to Munachonga (2014) in a study of Zambia, corruption among the teachers and other education authorities contributed to the malpractice. Okoh (2014) found out that the most common cause of examination malpractice in Nigeria was moral decadence in the society. This implied that the observable corruption in the society where people could do anything to get what they wanted had also crept into the school system where students were ready to do anything to get good results. She argued that moral decadence which had its roots in corruption had eaten deep into almost every area of life in Nigeria. Such corruption gave rise to wrong notions and orientation in terms of preparing for and writing examinations.

Aullo (2004) found that economic factors such as poor salaries and corruption in management of government affairs encouraged instructors and examination administrators to accept bribes for entrance and certification examinations to supplement their low salaries.

### Effects of Examination Malpractice

Adelakum and Lawal (2008) outlined the consequential effects of examination malpractice to include erosion of confidence in the education system; loss of credibility in the education assessment; examination agencies discredited, leading to a loss of confidence in the certificates that are issued by the agencies; the rising cost of conducting examinations when massive leakage is established; cancellation of results causing undue suffering to innocent students; increased corruption levels in a society; and eventual retardation of national development. They further stated that as resourcefulness and creativity are compromised and havoc wreaked on the social, economic, religious and political lives of people, the resultant effects are corruption, lack of seriousness, laziness, and loss of self-confidence among both teachers and students.

Anzene (2014)<sup>[3]</sup> noted that individuals who are involved in examination malpractice lose their moral direction. Such people no longer recognize ethics as a value in discharging their duties. If they are lawyers, for example, they would corrupt justice and promote unjust causes because they cannot differentiate between an accused person and the complainant. Anzene further argued that as long as examination malpractice is prevalent, institutions will end up producing the kind of doctors who will forget scissors and towels in the stomach after surgical operations. This vice will continue to produce students with distinctions in our examinations, but without quality knowledge in any definite course or subject. In addition, the system will continue to reward teachers who cannot impart knowledge to the students. Other effects of examination malpractices to include:

1. In a society that examination malpractice is predominant, its impact are visibly seen in the type of human resources the education system has produced. Again, educational system strives to inculcate high level of discipline, diligence, moral love for others; to the recipients where the examination is fraught with malpractice, all the important feedback mechanism

- becomes defaulted and the educational system becomes distorted, (The CWO Voice, 2010)<sup>[13]</sup>.
2. Examination malpractice leads to irreversible loss of credibility. A country that becomes notorious in examination malpractice loses international credibility. The implication is that documents or certificates emanating from such country will be treated with suspicion as is the case of Nigeria today. Such country's educational institutions are as good as dead as far as international cooperation in education is concerned (Jimoh, 2009)<sup>[6]</sup>.
  3. Examination malpractice has grave consequences on the individuals and institutions of learning, communities and the country at large. Dismissal, termination, loss of position, and lack of self-confidence are effects and have caused a lot of embarrassment and suffering to individuals, families and the nation. The guilty ones who were not caught and punished cannot defend the certificates procured not to talk of delivering at their duty posts.
  4. The prevalent rate of bank failures, collapse of buildings, economic sabotage, vandalism, kidnapping/hostage taking for ransom, drug trafficking, fake drug manufacturing and sales are practical effects of moral decadence, emanating from examination malpractice. Effects of examination fraud are displayed in the filling stations, churches, homes, hospitals, markets and everywhere.
  5. The fight against corruption cannot be realized if examination malpractice continues to be rampant in our educational system. As future leaders who have been equipped through a school system characterized by academic fraud and dishonesty, will certainly manifest this fraudulent behaviour in any organization they may found themselves. Those that cheated to pass examination will cheat to get employed, have spouse, and even to win election through electoral violence or other sharp malpractices.
  6. Other effects of examination malpractice includes discouragement of students from hard work, low productivity and poor job performances, bribery, corruption, and certificate racketeering. Examination malpractice with its disadvantages is affecting all the facets of the society negatively. The potentials of this nation will be difficult to be realized socially, economically, and technologically until the individuals, governments, and other stakeholders in the education sector collaborate to eradicate this malpractice.
  7. Examination malpractice increases lack of confidence among students. Students who would have ordinarily passed an examination feel disappointed and loss of confidence when less intelligent ones perform better than then through cheating, thus leading to loss of confidence in themselves and in the examination and the system at large.
  8. Examinations malpractice may lure some students into others areas of misconducts such as prostitutions and or armed robbery, female students who lack money to fund external assistance or pay for scores may take prostitution while male may as well take stealing or armed robbery in a bid to make money to pay for scores.
  9. The products of examinations malpractice are square

pegs in round holes. They lack the required knowledge and experience to carry out their assignment and professional duties effectively.

10. Examinations malpractice is a negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices. Anyone who engages in examinations malpractice is building on a false foundation which can led to serious professional errors.\

#### **Efforts made at curbing examination malpractice**

After the leakage of the West African Examination Council (WAEC) question papers for the West African School Examination in 1977, the public outcry by WAEC led to the setting up of a tribunal by the federal government of Nigeria to investigate the mass leakage and suggest possible measure to forestall future occurrence. The recommendations of the tribunal led to the promulgation of Decree 20 by the federal military government in 1984 to deal with this menace. Part of the Decree reads thus: Any person who fraudulently or with intent to cheat or secure any unfair advantage to himself or any other person or in abuse of his office, produces, sells or buys or otherwise deals with any question paper intended for the examination of persons at any examination or commits any offences specified in section 3 (27) (c) of this Decree shall be guilty of an offence and on conviction be sentenced to 21 years imprisonment.... (Fagbemi, 1998 cited in Oredein, 2006)<sup>[11]</sup>. Incidentally, Examination Malpractice Act 33 of 1999 revised the Decree 20 of 1984 and stipulates punishment ranging from a fine of ₦50,000.00 to ₦100,000.00 and imprisonment for a term of 3 – 4 years with or without option of fine. Despite all these laws, examination malpractice has been on the increase and this is as result of government inability to enforce the laws. The West African Examination Council being one of the oldest examination bodies in the country has adopted and applied several measures to curtail malpractice. The efforts by WAEC includes: public enlightenment on the dangers of examination malpractice, information to candidates on rules and regulations guiding its examinations, sensitization of government and other stakeholders, sanctioning candidates and officials caught in examination irregularities. Other measures by WAEC include use of security bags for collection of security materials, photo-embossment of certificates, mounting of anti-malpractice billboards among others. All tertiary institutions in the country have their own sets of examination rules and regulations published in examination guidelines /students handbooks. The handbooks are given to students during admission process to put them on the right pedestal for academic hard work. The sanction for malpractice in Nigerian tertiary institutions ranges from expulsion, withdrawal, repeat to award of "F" depending on the degree of the malpractice. Non-governmental organizations and church groups are not left out of the war against examination malpractice in the country. Worthy of note is Examination Ethics Marshal International, an NGO championed by Mr. Ike Onyechere which has crisscrossed the country campaigning against examination misconduct. Despite all these efforts by both government and non-governmental organizations, examination malpractice is increasing geometrically in the country because the remote cause that necessitated the malpractice is yet to be addressed.

### Ways of curbing examination malpractice in Nigeria

No one can claim to have all the solutions to the eradication of examination malpractice in Nigeria, but the writer believes strongly that the following suggestions will curtail malpractice to the barest minimum.

1. Societal re-engineering and re-orientation to revamp moral values: Good moral values should be properly inculcated into our youths, and parents counselled to stop aiding their children to cheat in examinations. Again, there is need to engage only honest persons in examination management. Petters & Okon (2014) <sup>[12]</sup> also suggests effective counselling services in schools to assist students acquire techniques of effective study habits.
2. Retraining and reassessment of teachers: Teachers should be equipped for the technological-driven world, (Uzoigwe, n.d). Teachers cannot provide experience and activities that guide students' progress towards understanding of ideas if they themselves do not know what these ideas are; neither can they provide experiences that challenge students if they themselves share in the same misunderstanding, (Jimoh, 2009) <sup>[6]</sup>. Since some of the teachers in our various level of education are beneficiaries or products of malpractice, a compulsory nationwide retraining of teachers is very important to re-equip them to impart knowledge. And those found non-trainable should be reassigned with administrative duties.
3. Appropriate recognition and remuneration of teachers / examination officials: Enhanced salary should be paid to teachers and special welfare package given to examination officials to dissuade them from financial and material inducements from students, parents, and others who may want to subvert examination process. The examination officials include teachers who invigilate examinations, supervisors who oversee the conduct of examinations in schools, officers of examination bodies who monitor the conduct of examinations and law enforcement agents charged with the security of the examination centres.
4. Promulgation and enforcement of examination malpractice (prohibition) laws: The Examination Malpractice Act 33 of 1999 should be amended to re-introduce the parts of Decree 20 of 1984 which advocated for twentyone (21) years imprisonment for convicted culprits of examination malpractice without option of fine. If this is fully implemented, it will serve as deterrent to students, invigilators, security agents, and other collaborators in the malpractice business.
5. Employment of qualified teachers at all levels of education: The need for qualified manpower cannot be overemphasized. The era of agricultural science tutor teaching chemistry, physics, or integrated science under the guise that "science is science" should be over. Trained teachers should be deployed to handle subjects only in their field of specialization. Remember that a medical doctor practising engineering is a quack.
6. School libraries and laboratories should be adequately equipped: Tools for effective teaching and learning include current and quality textbooks, up to date laboratory equipment, and workshop tools. These vital equipment should be provided and the libraries and laboratories made conducive for learning activities. In fact the whole school environment should be learning-

friendly and conducive for human habitation.

7. Proper funding of education sector: Federal and states annual budgets should be implemented in accordance with UNESCO recommendation of 26% of states annual budgetary allocation for education. The Nigerian government should realize that education is the bedrock of every society and a springboard for development in a complex and competitive world of today. What we have in our schools today especially in the primary and secondary schools are dilapidated classrooms and classrooms without chairs and tables.
8. Less emphasis on paper qualifications /certificates: Nigeria's education system is largely certificate oriented. Excessive value placed on paper qualification or certificates is the major contributing factor for examination malpractices, that is why candidate would not spare any effort to ensure that they obtained whatever they needed to make a living, whether by a just or unjust way, (Onuka & Durowoju, 2013) <sup>[9]</sup>.
9. The use of effective continuous assessment techniques: Akanni & Odojin (2015) <sup>[1]</sup> defines continuous assessment (C. A.) as a continuous updating of teachers' judgment about the learners' performance in relation to specific criteria which will allow at any time a cumulative judgment to be made about his /her performance. Continuous assessment compels students to make adequate use of their time for studies by completing notes, doing homework, and assignment. On the side of the teachers, it affords an early opportunity to review one's teaching methodology and students' assimilation of the subjects taught. Again, C. A. reduces the anxiety associated with one-shot examinations.

### Conclusion

Since education is the bedrock of every society, any factor or vice that tarnishes the outcome of the learning process must be fought standstill by all stakeholders and well-meaning Nigerians. From the discussion so far, examination malpractice which has remained a cancer in the education sector requires a multidimensional approach for total annihilation. Development of any nation relies solely on its human resources, and human resources are refined to be productive through education, hence eradicating examination malpractice which destroys human resources development should be taken as a full scale war. Restoring that section of Decree 20 of 1984 which stipulated twenty-one years imprisonment on conviction without option of fine into the 1999 constitution (as amended) will be a right step in the right direction in winning this war.

### Recommendations

1. It is not just enough to make rules and regulations. If rules and regulations are made, the college administrators must ensure that they are enforced by setting up a special examination monitoring body/task-force to be saddled with the responsibility of monitoring the conduct of examinations both overtly and covertly. Membership of this special committee should be people with high moral and ethical credentials, people who have been tested and trusted such that their judgments or decisions will not be in any way questionable. Such people are known by students and even their colleagues that if saddled with this type

- of responsibility, the college community will know that it were done in good faith and not for the purpose of victimizing or witch-hunting anybody.
2. Moral and religious education or training is recommended periodically for the students and other stake holders in the business of examinations in the college. A lecturer who trades marks for material benefits, ignore sharp practices of students in the examination hall is morally bankrupt. Similarly, a student that takes advantage of poor invigilation to commit examination fraud is equally guilty of immoral act. It is possible for examinees no matter the greatness of their numbers to write examinations without an invigilator and will not cheat if they are morally upright. Therefore, periodic moral education is advocated.
  3. Frequent seminars should be organized for lecturers who are directly involved with examination supervision, marking and grading of students. The content of what this seminar should include are, things that make up effective invigilation, code of conducts of an invigilator, the evil and penalties of aiding and abetting examination fraud, consequences of leaking examination questions, trading examination scores for money or any other prizes, among others. If lecturers are frequently reminded of these rules and their penalties for offenders and the first violator is not spared the rod of discipline, they are likely to take invigilation more seriously than what obtains currently in this college.
  4. Programs that will have to enhance the religious commitment of students should be put in place regularly by leaders of various religious groups on the campus. This will help a great deal to improve the conscience of students as well as humanizing them especially as no religion encourages evil.
  5. The college administrators should shore up efforts to build more examination halls large enough to accommodate examinees to overcome the crowded nature of examinations halls that obtain currently. This can become feasible by appealing to Tertiary Education Tax Fund (TETFund), a body established by law to fund and equip tertiary institutions of learning in the country with infrastructural facilities. In addition, funds for this project could equally be sourced from successful alumni of the college as well as those generated through internal revenues by the college.
  6. Examination invigilators are to be more vigilant not to even give examinees slightest opportunity to birth examination fraud even if they are conceived with such ideas. It is not a healthy practice for an invigilator to leave the hall and go to stay outside discussing with people, or remaining in the hall but busy reading or engaging in other things that will sidetrack his/her attention. When an invigilator is seen to be serious, examinees will withdraw from hatching nursed intention to cheat.
  7. It is recommended that further research into how to develop the morals of teachers, national leaders, religious leaders and parents should be embarked upon especially as these significant others play a lot of roles directly and or indirectly in the lives of our youths. Our youths (students) are watching us, they are learning from us. We don't expect them to be anything different

if we are not. The mess that is currently being paraded by parents who are the political leaders, spiritual leaders, teachers and traditional chiefs call for a re-think if not we are indirectly breeding animals in human skins.

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