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REVIEWS OF CAUSES AND EFFECT OF EXAMINATION MALPRACTICE IN NIGERIAN SECONDARY SCHOOLS

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ABSTRACT
The study reviewed the causes, factors and effects of Examination Malpractice in Nigerian Secondary Schools. Specifically, this study reviewed the different factors involved in examination malpractices and its effects on students and the society at large. This study is descriptive desk review. From the review, findings proved that examination malpractices lead to irreversible loss of credibility. A country that is ranked high in examination malpractices loses international credibility. Inadequate teaching and learning facilities such as classrooms, libraries, laboratories and even students' vices such as drug abuse, sexual promiscuity and truancy are also encouraging examination malpractices. Because Nigeria has a horrible value system, immoral activities like cheating, dishonesty, embezzlement, and stealing public funds and possessions do not receive the censure and punishment they deserve. The conclusion is that certificates/documents issued by the educational system of such a country will be viewed with distrust and skepticism. Our educational institutions are dead in terms of international education cooperation since certificates have lost their significance in Nigeria. Exam misconduct has serious ramifications for people, educational institutions, communities, and the country as a whole. As a result, adequate facilities like classrooms, lecture halls, and laboratories were recommended in order to provide an environment conducive not only to teaching and learning but also to ensuring proper screening and control of candidates.

Keywords: Causes; Factors; Effects; Examination Malpractice; Secondary Schools.

Introduction

The development of basic interpersonal communication and reading skills is emphasized in the early years of schooling. Later in life, education focuses on developing the information and skills required to add value and earn a career. People also pursue education for the sake of it, to satisfy their natural curiosity, to learn a certain subject or skill, or to improve their general personal growth (Onyibe, Uma and Ibina, 2015). The development of basic interpersonal communication and reading skills is emphasized in the early years of schooling. Later in life, education focuses on developing the information and skills required to add value and earn a career. Formal education takes place in a controlled atmosphere with the avowed goal of instructing students. Formal education usually takes place in a school setting, with several pupils learning in a classroom with a subject-trained, certified teacher (Onyibe, Uma and Ibina, 2015).. Informal learning takes place in a variety of settings, including after school, in youth programs at community centers, and even in village squares. Informal learning does not follow a set curriculum and can occur by chance, intermittently, in conjunction with specific events, or as a result of changing practical circumstances. It is not always intended to be pedagogically intentional, methodical, and subject-based, but rather unconsciously incidental, holistically problem-oriented, and related to situation management and life fitness.

When students are subjected to an evaluation procedure to discover the extent to which they have assimilated the material of the instruction delivered, teaching and learning become more successful, and the instructor can appraise himself based on the students' performance. Exams are used to decide whether a student or a group of students passes or fails, in the view of the examiner. The concept that pitting youngsters against one another in trials and contests has always been a legitimate manner of encouraging them and it appears to be supported by history.

Exams, on the other hand, are widely regarded as the most effective method of evaluation. It's a formal knowledge or ability exam. In fact, in a school context, an examination is a way of determining how much knowledge a student has gained in a given amount of time. Exams, according to Adekunle (2003), are used to test individual skills and knowledge-content in both general and specialized areas of study. Examination is a method of assessing and grading candidates' intellectual state and/or talents that can take several forms and be used for a variety of objectives. Exams, in general, are not limited to or done just in school contexts. They come in a variety of grades and categories, such as entry, promotional, and final graduating exams. Exams are also held for the aim of hiring new employees or promoting employees in the civil service or private corporations. In Oke and Jekayinfa (2003), Adelake saw examination as a tool for evaluating individual skills and knowledge in general and specialized areas of study, as well as overall academic progress (Rukayyatu, Ibrahim and Usman, 2021).

Unfortunately, due to the introduction of all sorts of misconduct into the system, all major techniques of assessing students have become ineffective. Exam misconduct in Nigeria dates back to 1914, according to Adesina (2000), when information about the Cambridge examination was leaked. Cheating became so common in schools that the Alexander Panel was established in 1967 as a special commission of inquiry to look into the cases of malpractice in Nigeria.

Questions from the West African School Certificate Examination were widely leaked in 1977. The government saw it as a challenge to solve the problem of exam malpractice. In 1986, a special meeting was organized in Ibadan on the subject. To combat misconduct, decrees were issued, schools were sanctioned, results were canceled, and invigilators were detained.

This country has gone through a variety of changes over the years, including human, human, resource, economic, and other advancements. Despite this, its residents are unsatisfied; everyone wants to advance in any method that is straightforward, easy, or even crooked. Dishonesty exists in our communities as a result of this. Bribery and corruption have grown commonplace in the legal system, as have bogus pharmaceuticals and quack doctors all across the world. Unfinished infrastructure in government buildings and educational institutions are suffering significant setbacks as a result of forged diplomas and outcomes. The participants in the above were formerly students who may have engaged in examination malpractice to obtain their credentials, which is why this paper-examination malpractice in secondary schools is being investigated.

Exams play a vital role in our educational system as well as the society we live in, as evidenced by the backdrop provided for this study, however honest examinations are difficult to come by anymore. The study therefore, reviews the causes, factors and effects of Examination Malpractice in Nigerian Secondary Schools. Specifically, this study review the different factors involved in examination malpractices and its effects on students and the society at large.

Review of Related Literature

Examination Malpractice

Examination misconduct may be as old as the examination process itself. It is one of the most critical problems that our educational system is

experiencing. Examination malpractice has been documented since 1914, when question papers from the senior Cambridge local examination were leaked. Every year since then, there have been incidents of abnormalities recorded. With various tactics utilized by pupils in schools, examination malpractice has now reached a massive scale. It has always been a thorn in the side of the Nigerian educational system. Examination misconduct has crept into the fabric of all levels of the educational system as a type of corruption and corrupt activities (Nuraini, 2005). Examination malpractice, according to Waziri (2009), is a purposeful act of wrongdoing that is done in violation of official examination guidelines and is intended to provide a candidate an unfair advantage or disadvantage. Examination malpractice, according to Oyekanmi (2005), is an intentional act of indiscipline committed by students or their privileged collaborators in order to gain easy success and advantage prior to, during, or after the administration of tests and examinations. Even more discouraging, according to Ojerinde (2006), is the fact that these vices are perpetrated by instructors, parents, students, invigilators, typists, markers, school officials, law enforcement agents, bank officials, custodian-point officials, printers, and the general public.

A formal test of one's knowledge or skill in a particular area, usually via the use of questions or practical exercises, is referred to as an examination. As a result, students are evaluated or tested through examination to determine the quality of knowledge they have received over a period of time. Internal, external, oral, written, or both types of examinations are possible. Internal examinations include continuous evaluation scores, terminal, semester, annual, and promotion examinations. (Benard,1988). External (public) examinations include Common Entrance Examinations for secondary school admission, West African Examination Council (WAEC) School Certificate Examinations, and National Examination Council (NECO). The Unified Tertiary Matriculation Examination is now administered by the Joint Admission and Matriculation Board (JAMB) (UTME). Teachers and technicians are examined by the National Teachers' Institute (NTI) and the National Business and Technical Examination Board (NABTEB). As a result, Awanbor (2004) defined examination malpractice as an illegal act committed before, during, or after an examination by a single student or a group of students, parents, teachers, supervisors, invigilators, computer operators, or secretarial staff, or anyone or group of people in order to obtain undeserved marks or grades. Given the foregoing criteria, it is reasonable to argue that examination malpractice renders the assessment process ineffective.

Examinations in Nigerian Schools

Exams in Nigerian schools date back to the country's formalization of education in the 1800s, and they were modeled after the British system. As a result, the 1987 Ordinance provided for examinations in schools that had achieved the required competency percentage (Bandele, 2005). To this purpose, all secondary schools in the country are supposed to teach their courses in accordance with the requirements of examination authorities such as the West African Examinations Council and the National Examinations Commission for the senior secondary school certificate (FGN, 2004).

Exam misconduct is common in both public and private secondary schools, according to local observations. Although some researchers claimed that examination malpractice is common in public schools, others disagreed (Baiyelo, 2004), other researchers (Ijaiya, 2000; Igwe, 2004) believe that private schools have a high rate of examination misconduct. No one in this study was able to determine whether examination misconduct was more common in public schools than in private schools. Is it therefore true that public secondary schools are more likely than private schools in the state to engage in

examination malpractice? In the last two decades, it has been widely observed in the educational system that public schools have a high percentage of examination malpractices, whereas private schools have been model schools (Aghenta, 2000; Adeyegbe, 2002). It is normal these days to see pupils who failed the senior secondary certificate examination in public schools retake the exam in private schools and pass with credits and distinctions. Many private schools appear to be participating in examination malpractices as a result of their desire to achieve good scores in public tests and publicize their schools to prospective students in order to make money.

Factors Encouraging Examination Malpractice

The widespread incidents of examination misconduct have been attributed to a variety of factors. 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 favor 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). The following are some of the root reasons of examination malpractice in Nigeria:

i. Inadequate teaching and learning facilities, such as classrooms, libraries, laboratories, and even teachers, in comparison to the student population, are another important cause of examination misconduct. Inadequate resources have a negative impact on effective teaching and learning.

ii. Other vices among students, such as cultism, drug misuse, sexual promiscuity, and truancy, encourage test malpractice on our campuses because students dedicate more time to them than to their studies.

iii. Because Nigeria has a horrible value system, immoral behaviors like cheating, dishonesty, embezzlement, and stealing public funds and possessions do not receive the condemnation and punishment they deserve.

iv. Exam malpractice is also caused by a focus on paper qualifications or certificates. The educational system in Nigeria lays a great deal of emphasis on certificates rather than information, skills, and competency. Many school leavers who are unable to defend their diplomas are suffering from the impacts of this cankerworm. This is why, in the hurry to obtain paper qualifications for professions that require the correct talents, examination misconduct is on the rise. The emphasis on diplomas over skills and competency is so strong that former President Olusegun Obasanjo claimed that pupils simply saw education as a way to earn a meal ticket and a job.

v. Some parents' moral training of their children has been bad. The majority of the time, parents hire mercenaries to write tests for their children. According to reports, parents can occasionally persuade WAEC and NECO to shift their children to new institutions that are thought to be less stringent in the hopes of finding miracles during exams.

vi. Inadequate preparation leads to a lack of confidence. Students nowadays are not as dedicated to their academic pursuits as they once were. Whatever the case may be, a student who is ill-prepared for an examination will cheat in order to pass.

vii. Today's students are defined by a rapid focus on achievement and money without a

comparable focus on legitimate means and avenues to be used positively in obtaining those goals.

Effects of Examination Malpractice

Examinee misconduct results in an irreparable loss of credibility. A country's international credibility suffers when it ranks high in examination misconduct. The conclusion is that certificates/documents issued by the educational system of such a country will be viewed with distrust and skepticism. Our educational institutions are dead in terms of international education cooperation since certificates have lost their significance in Nigeria.

Exam misconduct has serious ramifications for people, educational institutions, communities, and the country as a whole. Individuals, families, and communities have suffered greatly as a result of dismissal, termination, loss of status, and loss of self-confidence. The guilty who are not apprehended and punished are unable to defend their certifications, let alone the fact that such people are doing their tasks.

As long as examination malpractices persist, we will produce doctors who leave scissors and a towel in the stomach after a surgical procedure. This sin will continue to create kids who receive honors in our exams but lack in-depth knowledge of any specific course or subject. Furthermore, we will continue to have professors who are unable to transfer knowledge to students, as well as lawyers who are unable to distinguish between an accused person and a complainant.

Exam misconduct will continue to plague our educational system, making the fight against corruption impossible to achieve. Future leaders who have been educated in a system defined by academic fraud and dishonesty will undoubtedly exhibit fraudulent behavior in whatever organization in which they find themselves.

We will continue to produce doctors who will forget scissors and a towel in the stomach as long as examination malpractices exist. Exam misconduct can also result in students being discouraged from working hard, low productivity, and bad job performance, as well as bribery, corruption, and credential racketeering. Examination malpractice, with all its drawbacks, has a severe impact on many aspects of society. Individuals, governments, and other stakeholders in the education sector and they must work together to eliminate this malpractice before the nation's social, economic, and technological potentials may be achieved.

Examination malpractice has become a chronic occurrence in the Nigerian educational system, posing a serious threat to the quality of Nigerian examinations and the legitimacy of the credentials issued as a result of them. According to Adedokun (2003), examination malpractice can be described as any act that is not in accordance with the rules and regulations governing the examination in order to acquire a favorable result through deception. Examination malpractice has been a source of tremendous worry in society, to the point where the Examination Malpractices Act 33 of 1999 was enacted to address the societal threat. The West African Examinations Council has also kept a yearly record of occurrences of examination malpractice to bolster the polity's prevalence. Pre-examination, during-examination, and post-examination malpractice are the three types of examination malpractice. It is the acquisition of question papers prior to the examination day that falls under the pre-examination category. Copying from another candidate with or without permission, impersonation, collusion by interested parties with invigilators and supervisors, intimidation of timid invigilators and supervisors, and substitution of registered examinees' scripts with those done by mercenaries are all examples of exam malpractice. Cell phones, watches with calculators, receivers linked to external transmitters' hearing aids, and external assistance from invigilators, supervisors, nonacademic officers (messengers and office workers), or hired

personnel are examples of prohibited materials brought into examination halls. Post-examination malpractices, on the other hand, can be tracked back to the examination council's full-time staff: unearned scores are replaced with earned ones by invigilators and supervisors. As a result, exaggerated scores are generated, and so on. Candidates with such skewed grades are admitted to universities and other higher education institutions, where they are found to perform below expectations. Examination irregularities have cast doubt on the quality of Nigeria's educational system and, as a result, its certification.

Research Method

This study is descriptive desk review. The purpose of the desk study was to identify the reviews of causes and effect of examination malpractice in Nigerian secondary schools. The descriptive desk review is an important part of the evaluation; it includes analyzing literature. Journals, policy documents, conventions, and statutes were the primary sources used in the document search. Following an initial examination of the titles and summaries, analyses of the identified documents were scheduled (Zikmund, 2000).

The current investigation was conducted as a descriptive desk review. The review is supported mainly by accessing some leading educational journals, and some research papers by professors and students at universities around the world. The search was carried out using the term — Examination Malpractices, and is based on articles that are published in online databases (Herath & Norah, 2017).

Conclusion and Recommendations

Exam malpractice is unquestionably not restricted to examinations; it may be more accurate to say that if things aren't going properly in the greater Nigerian community, it will surely reflect elsewhere. As educational administrators, we are all involved in the creation of examination policy, monitoring and assessment, and so on, and we must not allow deliberate loopholes in the conduct of tests. The entire country is in desperate need of the best doctors, legislators, teachers, lawyers, pilots, engineers, administrators, accountants, and architects, but if examination malpractice persists, all of this will remain a pipe dream.

Examination malpractice has turned into a cankerworm that has wreaked havoc on Nigeria's educational system. Teachers, in addition to encouraging pupils to avoid all forms of misconduct, have a significant responsibility to play. If lessons are delivered effectively and efficiently, students are adequately prepared for the examination, teachers ensure that the examination is conducted in the proper manner, there is no form of assistance, and students are adequately monitored by the teachers during the examination, then the issue of examination malpractice is half solved.

Examinee misconduct results in an irreparable loss of credibility. A country's international credibility suffers when it ranks high in examination misconduct. Compared to the student population, there are insufficient teaching and learning facilities such as classrooms, libraries, laboratories, and even professors. Exam malpractice is also encouraged on our campuses by other students' vices such as cultism, drug misuse, sexual promiscuity, and truancy, as students devote more time to them than to their studies.

Because Nigeria has a horrible value system, immoral activities like cheating, dishonesty, embezzlement, and stealing public funds and possessions do not receive the censure and punishment they deserve. The conclusion is that certificates/documents issued by the educational system of such a country will be viewed with distrust and skepticism. Our educational institutions are dead in terms of international education cooperation since certificates have lost their significance in Nigeria. Exam misconduct has serious ramifications for people, educational

institutions, communities, and the country as a whole.

Based on the foregoing findings, the following suggestions are made:

1. Candidates who are found guilty of examination malpractice should be harshly punished in order to serve as a deterrent to others.
2. While students must be held responsible for poor exam preparation, examination malpractice situations can be decreased by extensive counseling.
3. Examining bodies, governments, and stakeholders must address these issues by lowering or eliminating the administrative, institutional, attitudinal, and logistical issues that encourage exam misconduct.
4. Appropriate facilities, including classrooms, lecture halls, and laboratories, are required to create an environment that is suitable not only to teaching and learning but also to ensuring effective check and control of candidates during examinations.

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