

# Examination Mismanagement and National Development in Nigeria: Towards a Credible cum Non-Fraudulent Examination Process

Asadu, Ikechukwu, Ph.D<sup>1\*</sup>, Sunday Evaristus Abonyi, Ph.D<sup>2</sup>

<sup>1</sup>Department of Public Administration and Local Government, University of Nigeria, Nsukka, Nigeria

<sup>2</sup>Department of Social Work, University of Ilorin Kwara State, Nigeria

\*Corresponding author

**Abstract:**-Examination is a vital instrument of functional education system. For education to attain its objectives as veritable tool for evaluation of students and selection of people with competence, it should be devoid of any form of unprofessional misconduct by the stakeholders in the examination process. The 1999 Examination Malpractice Act and other legislations outlaw examination malpractices and provide for penalties against offenders. Despite the stringent punishment prescribed for examination misconducts, cases of examination malpractices have continue to manifest in internal and external examination at primary, secondary and higher institutions of learning. The study examined the nature of examination mismanagement as well as prominent factors accountable for high rate of examination malpractice in Nigeria and its effects on national development with a view to suggesting empirical measures for reducing the incidence of examination misconducts. The methodology of the study is both qualitative and descriptive. The generated data were analyzed employing contextual-descriptive analytic approach. The study, among other things, demonstrated that pervasive fraud; poverty; success-at-all costs mindset; excessive prominence on certificate; cultism; sexual desire; poor teaching techniques and facilities; materialism; laziness and lack of self confidence contribute considerably to examination misconducts. It also showed that the negative consequences of examination malpractice on the socio-economic and political development are great. Thus, the study suggests capacity building for teachers and examination bodies cum officials; zero tolerance to fraud; strengthened examination security apparatus; improved teachers welfare and general reduction in poverty; less prominence on certificate; moral and value re-orientation ; review of education policy as some of the measures to counter examination malpractices and their adverse outcomes

**Key words:** examination; examination malpractice; non-fraudulent process; mismanagement, development

## I. INTRODUCTION

Examination process and management of any state ought to work towards attainment of the educational objectives and goals of the society. Thus, the significance and functionality of any instructive system lie in it facility to materialize the goals of education. The goals of broad educational structure and human resource progress of a nation stands conquered if examination beliefs and values are not instituted, encouraged and esteemed by key stakeholders in

the educational scheme. A learned individual is projected to pass through the inclusive process of examination conducted by accredited and capable institutions or agency. For this reason, an examination is still perceived as the chief instrument for an objective assessment of what learners have achieved after a period of tutoring. Accordingly, any deed or inaction that undermines worthy examination process poses a huge menace to the legitimacy and reliability of the examination results and certificates obtained. Sadly, the course of examination administration in Nigeria at diverse levels has raised serious anxiety owing to prevalent nature of examination malpractices. The mass media are over and over again filled with reports of discreditable practices of malpractices in public examinations like WASC, NECO, and UTME albeit existing laws against examination misconduct. The higher institutions of learning in Nigeria are not left out in students' participation in examination fraud. The nature of examination malpractices include impersonation, various forms of collusion, spying, mutual exchange of materials, assault of invigilators, luring of things to disrupt examination, sales of marks for money or sexual gratification, stealing, converting and substituting the scripts of other candidates etc (Nnebedum, 2015).

The malpractice which became manifest during the era of "Expo 70" has grown into social virus with demoralizing effects on Nigeria's standard of education and human resource development. In fact, the scale of examination fraud in Nigeria has been increasing; for instance about 72,516 candidates were involved in malpractice in 1994 Senior Secondary School Certificate Examination. In 2000, at least six percent of the 636,064 candidates that sat for WAEC were implicated in one type of malpractice or another. In 2001, five percent of the 1,025,185 candidates that sat for the examination were caught up in unprofessional conduct while in 2002, 2003 and 2004 the percentage were at least 10.5, 11, and 11 respectively. In 2007, a total of 324 schools that were identified to be implicated in examination malpractices were blacklisted by the government and barred from conducting public examination for four years. In May/June 2012 WASSCE, about 101,398 results of candidates that sat for the examination were withheld for examination misconduct. In 2018 Unified Tertiary Matriculation Examination, the results

of 111,981 candidates who sat for the university entrance examination were withheld (Lawal, 2017; WAEC Annual report, 2000–5; Aluko, 2018). Similarly in 2019 Unified Tertiary Matriculation Examination, the result of 34, 120 candidates were withheld for examination malpractices while 15,145 results were withheld for further clarification.

It is bothersome that not considering the legislations against examination offences which stipulated some stern penalties for offenders, the rate of recurrence of examination malpractices has not abated. Section 1 of 1999 Examination Malpractice Act explicates actions of any person that amount to dishonest at examination and the penalties for each offence. It is against the background of persistent examination malpractices in internal and external examinations despite the examination malpractice statutes which forbid any variety of examination misconducts that the study analyzed examination management in Nigeria. This is with a view to identifying the outstanding forms and causes of examination malpractices, the principal effects and pragmatic strategies for plummeting the rate of unprofessional conduct in examinations. This study is of fundamental nature taking into account the mounting loss of credibility of educational certificates acquired in Nigeria; large number of half baked graduates and other negative implications on the socio-economic, political and cultural affairs, particularly in globally competitive society that is knowledge driven.

## II. METHODOLOGY

The research methodology for this work is qualitative and descriptive in nature. The method of data collection was both primary and secondary. Through documentary and primary sources, relevant data on examination misconduct and management were generated and subjected to contextual-descriptive analysis. To ensure the reliability and validity of the secondary data employed, the study relied on documentary information generated from examination bodies in Nigeria (WAEC, NECO, JAMB etc), educationalists, conference papers, journals, internet materials and books written by experts on examination management. The documentary data were complemented with primary information derived through structured oral interview administered face to face to select representatives from examination bodies, educationists, teachers, students, security agents and other stakeholders. A total of 61 representatives were purposively selected and interviewed. The interview distributions were as follows: West African Examination Council (WAEC) (3); National Examination Council (NECO) (3); National Board for Technical Education (3); Joint Admission and Matriculation Board (JAMB) (3); students (15); parents (5); examiners (3); external examination supervisors/invigilators (3); school teachers (10); school management boards (3); school heads/authorities (10).

## III. THEORETICAL FRAMEWORK

The study adopted system theory which is also called social system theory in the social sciences as its theoretical

framework. This theory has been advanced by scholars such as Talcott (1954) and Jackson (1985). The theory studies society as a multifarious arrangement of elements, including individuals and their philosophies as they relate to a whole. A system is a multifaceted unity formed of many often varied parts subject to common plan or serving common intention. It comprises elements capable of being comprehended. A social system is composed of persons or groups who interrelate and reciprocally sway each other behavior. It is a surrounded set of interrelated activities that together form a single unit. System exists at every level: persons, families, organization, communities, societies, states, nation, country, culture. The holistic view about systems posits that the whole (system) determines the actions of the parts while the atomistic view states that the whole is the sum of the parts. In other words, the holistic view assumes that it is the organization or society that determines the behavior of people while the atomistic view assumes that it is the people that determine the behavior of organization or society.

In sociology, social system is a patterned network of relationships constituting a logical whole that exist between individuals, groups and institution. A system comprises different units that interact and communicate with one another and the environment to accomplish the intention of the whole which may be organization, institutions, state or country. For a system to function properly the components or units must adhere to the rules, norms and vision of the whole. Thus, the capacity of an organization as a system to achieve its objective hinges on the ability of the various elements of the organization to perform their expected roles. The environment in which the elements of a system interact affects the behaviour of the elements which in turn affect the capability of the system to attain its goal. As a system, the educational sector consists of diverse components that relate to achieve the educational goals. In management of examination, various elements such as examination boards, teachers, students, parents, supervisors, invigilators, security agents, heads of school and other elements interact as whole for the purpose of achieving the goals of examination by conducting credible examination. Nevertheless, any act of misconduct or abuse of expected roles by any of the components may cause disruption in the management of the examination; thereby negatively affecting the objective of examination. That is to say that examination malpractice which weakens the credibility of examination and certificate related to it could stem from the activities of any of the components. In other words, a dereliction of duty or expected behavior by any of the elements, owing to ecological influence, in the cause of examination administration sabotage the validity and reliability of the test and certificate acquired.

## IV. CONCEPTUAL CLARIFICATION

Examination according to Adewale (2004) is the services of questions asked in order to establish whether or not the students have mastered what they have been taught or what they supposed to know or acquire. Examination plays central

role as an assessment mechanism. The task of testing and examination comprise: to grant certificate, to discover those proficient for employment, to provide progress account to parents of their wards intellectual abilities, to review workers performance for promotion, to elevate students to new class and to seek access into higher institutions of learning (Abudulahi, 2009). According to Fasasi (2006), an examination which can be in essay or objective, spoken or in black and white, theory or practical constitutes an essential part of education process which is conducted in order to resolve the point to which knowledge and skills have been acquired for purpose of taken decision on admittance into educational institutions and employment in the labour market. Although performance in examination may not be the factual indication of students' abilities, it is the closest pointer of the degree of the students' success in a given skill.

As performance appraisal and decision making mechanism, examination is constantly prone to fear and apprehension. Many examinees would want to be successful at all costs while school authorities and parents would want to utilize every technique to obtain good grade for their students and children. This desperate stance among other factors leads to examination misconducts. The Examination Malpractice Act (1999) sees 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 extent of undermining the validity, dependability, genuineness of the examination and eventually the honesty of the certificate. For Nwana (2000) examination malpractice is the massive and unparalleled abuse of rules and regulation pertaining to internal and public examinations beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the result and the issuance of certificate; but Ahmed cited in Gbagolo (2011) simply put it as any act of wrong doing or neglect that contravenes the rules of acceptable practices before, during and after an examination by anybody. This implies that examination malpractice can take place at any stage of examination process and such can be committed by any stakeholder in the processes. Balogun (1991), on his part, defined examination malpractices as cheating at examination or any act projected to benefit or give undue benefit to oneself or another by deceitfulness or scam before, during and after examination. Implicit in this description are acts such as leakage of question papers, collusion, procurement of answer booklet, sex for mark, impersonation, bringing foreign material into examination hall, employment of mercenaries etc. According to Shonekan (1996) examination malpractices is any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the test and ultimately the integrity of certificate issued. Awambor cited in Adewale (2004) opines that examination malpractice is the application of unusual means to get a score or set of scores

that is normally outside the mental competence or the state of preparedness of a candidate for that examination while Oyekan (1996) views it as a thought-out act of indiscipline adapted by students or their privileged accomplices to secure facile success and advantage before, during and after the administration of a test or examination. Odongbo (2002) describes examination malpractice as an act of wrong doing carried out by a candidate or groups of candidates or any other person with the target to cheat and gain unfair advantage in an examination. Badmus and Odor (1996) have also conceived examination malpractice as wrong doing in terms of construction, custodianship; administration, marking and release of results, with the objective of conferring benefit on some candidates over other. Nwahananya cited in Adewale (2004) describe examination malpractice as the act of omission or commission anticipated to make a student pass examination without relying absolutely on his/her independent aptitude or resource. This perception implies the reliance of the candidate on illicit means to achieve success in examination or the involvement of examination officials, school authorities, parents or any external body in aiding the candidate to have undue advantage. On his part, Jega (2006) viewed examination malpractice as any form of misbehaviour that leads to the modification of or a tempering with the approved ways of conducting examination in any given system. This embraces any act that deviate from establish code of conduct for examination in a state. It is an improper and dishonest act connected with examination with a view to obtaining undeserved advantage (Salami, 1994).

From the above definitions, it is understandable that examination malpractices negate the ethics of examination conducts. Thus, examination malpractice can be seen as any act of omission or commission by any individual, groups or body that breach the moral code of examination conducts before, during or after the examination with the objective of promoting unjustifiable benefit for any person, groups or body involved in the examination. Such contravention has the capacity to depreciate the validity and reliability of the examination as well as the integrity of the certificate or any award associated to it.

#### V. EXAMINATION MALPRACTICE AND MANAGEMENT ACT IN NIGERIA: A SYNOPSIS

The study, in this section, attempts to assess some provisions of Examination Malpractices Act, 1999 which is an Act to create offences relating to examination malpractices and to lay down penalties for such offences. This becomes imperative so as to appreciate the position of the law in Nigeria with regard to examination malpractices. The Act is categorized into two parts. Part I creates offences associated with cheating at examination; stealing etc of question papers; personation; orderliness at examinations; disturbances at examinations; conduct at examinations; obstruction of supervisors etc; breach of duty; forgery of result slip etc; conspiracy, aiding etc; conviction for alternative offence and corporate body offence. Part II of the Act deals with miscellaneous such as

trial of children and young persons; jurisdiction; pending proceedings etc; power of examination body; power of search etc; repeal of section 3(16); interpretation and short title.

Section 1(1) describes actions of a person that constitute cheating at examination. According to subsection 1(a) a person who, in expectation of, prior to or at any examination, by any fraudulent trick or device or abuse of his office or with intent to unjustly enrich himself or any other person procures any question paper produced or intended for use at any examination of persons, whether or not the question paper concerned is proved to be false, not genuine or not related to the examination in question commits an offence. Subsection 1(b) considers it an offence if a person, who in anticipation of, before or at any examination, by any false pretence or with intent to cheat or secure any unfair advantage for himself or any other person, procures from or induces any other person to deliver to himself or another person any question paper intended for use at any examination. Subsection 1(c) states that any person who in anticipation of, before or at any examination, by any false pretence or with intent to cheat or unjustly enrich himself or any other person buys, sells, procures or otherwise deals with any question paper intended for use or represented as a genuine paper in respect of any particular examination commits offence while 1(d) stipulates that a person who fraudulently or with intent to cheat or secure any unfair advantage for himself or any other person or in abuse of his office, procure, sells, buys or otherwise deals with any question paper intended for examination of persons at any examination commits offence. A critical look at section 1 of the Act demonstrates a vivid and wide description of what constitute cheating at examination. In terms of prescribed penalties for the above offences, section 1(2) of the Act states that a person found guilty of an offence under subsection (1) is liable on conviction(a) in the case of a person under the age of 18 years, to a fine of ₦ 100,000 or imprisonment for a term not exceeding three years or to both such fine and imprisonment;(b) in the case of a principal, teacher, or an invigilator, supervisor, or an examiner or an agent or employee of examination body concerned with the conduct of an examination, to imprisonment for a term of four years with the option of fine; and (c) in any other case, to imprisonment for a term of three years with or without the option of fine. Section 1(3) added that where the accused person is an employee of a body charged with the responsibility of conducting examinations or a head teacher, teacher or other person entrusted with the safety and security of question papers, the person shall be proceeded against and punished as provided in section 2 notwithstanding that the question paper concerned is proved not to be live, genuine or does not relate to the examination concerned.

Section 2 of the Act has the intent to discourage stealing and appropriation of question papers, answer sheet or script. Premised on section 2, any candidate who, at any examination, by any fraudulent trick or device or with intention to cheat or secure an undue advantage for himself or

any other person, steal, or appropriate or take a question paper, an answer sheet or a script of any other candidate commits an offence and is liable on conviction to a fine of ₦ 100,000 or imprisonment for a term not exceeding three years or to both such fine and imprisonment. As for personation section 3(1) provides that a person who at examination(a) falsely represent himself to be a candidate sitting for the examination; or(b) writes or attempt to write a paper in the name of some other person whether that name is the name of a living or dead commits offence. According to section 3(2) a person guilty of personation is liable on conviction(a) in case of a person under the age of 18 years to a fine of ₦ 100,000 or imprisonment for a term not exceeding three years or to both such fine and punishment;(b) in the case of a principal, teacher, or a supervisor or an agent or employee of the examination body concerned with the conduct of an examination to imprisonment for a term of 4 years without the option of a fine and (c) in any other case, to imprisonment for a term of three years without the option of a fine. With regard to orderliness at examination, section 4(1) stipulates that a candidate at an examination who leaves the examination hall or any other place appointed for the examination and mixes up with other person with intention to cheat or gain an undue advantage for himself or any other person in examination commits offence and liable on conviction to a fine not exceeding ₦ 50,000 or imprisonment for a term not exceeding three years or to both such fine and imprisonment and, in addition, the candidate shall not be allowed to re-enter the examination hall or any other place to continue with that examination. Notwithstanding this provision, invigilators and supervisors for monetary benefits most often compromise and aid candidates to write examination outside the hall and return same to them for submission. In some cases, it is the invigilator and supervisor that will take the question paper or answer script outside the examination hall to the candidate or their hired mercenaries.

A person who constitute disturbances at examinations upon conviction according to section 5(2)(a) in case of a person under the age of 18 years to a fine of ₦ 100,000 or imprisonment for a term not exceeding three year or to both such fine and imprisonment;(b) in the case of a principal, teacher, or a supervisor or an agent or employee of the examination body concerned with the conduct of an examination to imprisonment for a term of 5 years without the option of a fine and (c) in any other case, to imprisonment for a term of 4 years without the option of a fine. For a person who misconducts himself in examination hall or fails to obey lawful order, section 6(b) stipulates that such a person is liable upon conviction to a fine not exceeding ₦ 50, 000 or imprisonment for a term not exceeding three year or to both such fine and imprisonment. Obstruction of supervisor is an offence which based on provision of section 7 attracts punishment. According to Section 7 such person is liable on conviction(a) in case of a person under the age of 18 years to a fine of ₦ 100,000 or imprisonment for a term not exceeding three year or to both such fine and imprisonment;(b) in the



case of a principal, teacher, or a supervisor or an agent or employee of the examination body concerned with the conduct of an examination to imprisonment for a term of 5 years without the option of a fine and (c) in any other case, to imprisonment for a term of 4 years without the option of a fine. Section 8 provides for forgery of result slips etc. A person guilty of offence under sub section 8(1) is liable on conviction (a) in case of a person under the age of 18 years to a fine of ₦100,000 or imprisonment for a term not exceeding three years or to both such fine and imprisonment; (b) in the case of a principal, teacher, or a supervisor or an agent or employee of the examination body concerned with the conduct of an examination to imprisonment for a term of 5 years without the option of a fine and (c) in any other case, to imprisonment for a term of 4 years without the option of a fine.

Section 9(1) talks about a breach of duty, which attracts a fine of ₦50,000 or imprisonment for term not exceeding three years or to both such fine and imprisonment. Section 10 stipulates punishment for conspiracy, aiding etc while section 11 provides for conviction for alternative offences and section 12 deals with offences by bodies corporate. Section 13 handles issue of trial of children and young person. This section states that where a person who is a child or a young person (within the meaning of the Children and Young Persons Act that is a person who has not attained the age of seventeen years) is charged with an offence under this Act, he shall be dealt with under the provisions of the Children and Young Persons Act. There are no doubts from the above provisions of Examination Malpractice Act, 1999 that the Act covered several offences that constitute malpractices with severe offences.

The significant question remains: how many persons have been diligently prosecuted, found guilty and punished for the above offences which are common characteristics of examinations in Nigeria? The seemingly unabated rise in examination malpractices in Nigeria is an indication that the objective of the Act has not been realized. Consequently, there is need to review the Act and strengthen it where necessary.

## VI. FORMS AND NATURE OF EXAMINATION MISCONDUCTS IN NIGERIA EDUCATIONAL SYSTEM

Examination malpractice in Nigeria educational system has taken varied dimensions as the society changes economically, technologically, socially, educationally, culturally and politically. A number of identified relevant forms and natures of examination malpractice in Nigeria embrace:

*Registration of Mercenary and Self:* In this case, the candidate registers the examination for the mercenary and him/herself. The examination mercenary on the day of the examination does the test and at the end exchanges his answer booklet with that of the legitimate candidate who feigns to be honestly writing the examination. The mercenary, at times, after answering the questions writes the valid candidate's

examination number on his own answer script while the valid candidate enters the examination number of the mercenary on his own. This scheme is adopted where the examination sitting point for the mercenary and that of the candidate he is writing for is far and wide to the extent that it is not simple for them to swap answer scripts. This plot is usually utilized by candidates writing external examinations such as UTME, WAEC and NECO because the candidates are not well known to the invigilators or supervisors. But in terms of internal examinations, it may be hard to hire mercenary except in the universities and other higher institutions of learning where a particular course may be offered by a cross section of departments or faculties. In this condition, a student can register the course for an individual from another department or school and by this means having the chance to have the individual in the hall for reason of malpractice.

*Connivance:* This stems when the invigilators or supervisors in examination hall for personal gain plot with the candidate to perpetrate malpractice. In this case, the invigilators or supervisors give backing to the candidates in examination hall for pecuniary or social benefits. The invigilators facilitate in bringing in answers to the candidates from their mercenaries or solving the questions for the candidates. In this circumstance, the invigilators principally school teachers with or without the understanding of the supervisor take question papers outside the examination hall, answer the questions or get them answered by mercenaries and then take them into the hall so as to give them out to the candidates who are, at times, those that have contributed money in advance or in the hall to smooth the progress of the deal.

*Examination Disclosure:* This is a state of affairs where question papers are seen by candidates prior to the writing of the examination. The leakage of question papers may be attributed to internet, printing press, invigilators, supervisors and any person connected with the custody/distribution of the question papers (Gbogolo, 2011). There have been circumstances where students writing examinations both internal and external get custody of the questions papers days ahead of the examination. The materialization of sophisticated and ultra-modern information and message gadgets has raised a new element to examination leakages. Some unscrupulous elements hack into the web site of examination agencies such as WAEC and NECO and disclose examination question papers. Some of these examination leakage syndicates go ahead to answer the questions and set answers on their customized web site where candidates can have access to the solved questions by imbursement of specific sum of money. Some will ask the students to send a recharge card worth of a particular sum to them so that the solved questions will be sent to their hand sets. Nonetheless, sometimes, the question papers custodians or invigilators or supervisors compromised because of financial benefits. They give a copy of the question papers to the candidates or their mercenaries to reproduce and return the original duplicate before the beginning of the examinations.

*Procurement of Answer Scripts:* This is a variety of misconduct in which examination answer booklets are procured ahead of examination by candidates or their mercenaries. The answer booklets procured from examination agency or personnel mostly the supervisors and examination custodians are exchanged for the up to date answer scripts at the time of taking the examination. The main answer scripts will be used by the candidates' mercenaries in answering the examination questions outside the examination hall. Thereafter, the scripts will be smuggled into the hall, sometimes, with the collusion of invigilators or supervisor for submission on behalf of the candidates sitting for the examination. The valid candidates, who might be in the examination hall feigning to be writing the examination with the procured answer booklet, ultimately, will not hand in their own.

*Smuggling of Answer Booklet:* This requires having outside help to take to and fro the examination hall answer booklet containing answers appropriately prepared by mercenary in collusion with supervisors, invigilators and other examination personnel. In this condition, the candidate pays the supervisor or invigilators an agreed amount of cash and the genuine answer script of the candidate will be smuggled outside and handed over to the mercenary who then solved the questions and returns the answer script to the candidate for submission. At times, the candidate smuggles out the answer script without the understanding of the supervisor or invigilators and will only resort to bargain if trapped in the act. In this state of affairs, the candidate sends out his valid answer script to the mercenary while holding phony answer script in the examination hall. The phony script will not be handed in to invigilators at the end of the examination. A candidate may wish to smuggle out the answer booklet himself, utilize textbooks to answer the questions and return to the hall with or without the information of the invigilators or supervisor

*Receiving Answers Through ICT Gadgets:* With extensive spread of state-of-the-art information and communication tools, examination misconducts have been perpetrated by way of text message in mobile phones and computers. The students in expectancy of aid from their mercenaries enter the examination venue with mobile phones and other electronic gadgets that will permit them to obtain the anticipated answers. At times, the students make use of the mobile phone to look through for answers to questions asked in the examination. The candidates typically conceal the phone in different parts of their body or clothing and put it in noiseless mood to shun being caught by the invigilator or supervisor. Nonetheless, in the event that the supervisors and invigilators have compromised, the candidates can arrogantly exhibit their mobile phones, carry out the act and even make or accept call in the examination hall.

*General Cheating:* This is a wide spread prearranged malpractices involving the school management, candidates, parents and examination officials. In this condition, candidates pay money to the school management. The school

management employs the cash to sway the invigilators, supervisors and examination body officials so as to permit the students duplicate from text books, answers written on the board by teachers or solved questions from hired mercenaries by the schools. In mass cheating, the schools most often employ mercenaries, who answer the questions in the area of their competence. The answers will be duplicated as many as needed in a standby school photocopier for delivery to the candidates. This could also involve teachers dictating solutions to questions. The perilous tendency in WAEC and NECO is that the supervisors sent to school by the examination bodies have resorted to negotiating with the school management on how much to be paid before the examination starts. Some supervisors charge a specific sum per candidate and the sum to pay depends on the subjects. Papers such as English, mathematics, physics and chemistry attract higher sum than others

*Sorting:* This requires the substitute of marks or examination questions for money or sex. There have been instances where male lecturers were accused of demanding sex from female students in swap for examination malpractice. The male students pay money to lecturer, sometimes through their proxies, in substitute for marks. This does not mean that female students are not implicated in paying for marks. The sum to be paid by the student depends on the grades to be awarded, with grade A having the highest fee. Most of the lecturers in higher institutions of learning that engage in sorting by demanding money for unwarranted grade do not engage in direct contact with the students seeking to patronize them for fear of being trapped in the act but rather they make use of the service of students who are their confidants and partners in crime and authorize them to collect cash from any of their colleagues who require the service. The lecturers' foot soldiers will then rally those ones interested in the deal; collect the cash and submit same together with their registration numbers to the lecturers. The lecturer may recompense his mobilizers with excellent grade or both excellent grade and commission from the earnings. Some students who are engaged to carry out this act at times exploit those seeking to influence their grades by adding extra cash to what the lecturer asked them to collect.

*Affront and Physical Attack of Examination Officers:* Candidates, at times, principally when the examination invigilators decline to compromise, threaten, hit and injury examination officials so as to force them to collect their answer scripts, after being involved in examination fraud. Some candidates intimidate the supervisor and invigilators with perilous weapon like gun, knife, matchet etc. In higher institutions, some lecturers who declined to compromise have been threatened physically or through letters or other means that will coerce them to cooperation for fear of being injured or killed. There have been cases of lecturers being assassinated by students chiefly cultists for refusing to pass the non-performing students or upgrading their marks. Such students, at times, burnt the office, vehicle or houses of the

lecturers. Even at secondary schools, there have been reported cases of teachers and examination supervisors being threatened by students for preventing them from cheating in WAEC and NECO examinations. In some occasions, supervisors for external examination are ambushed by the students on their way to the examination venues and are forced to disclose the questions or face the outcome of refusal to cooperate. On the other hand, some supervisors are waylaid on their way to submission centre after the examinations and are forced to collect the students' already filled answer scripts or be dealt with

**Impersonation/Imposture:** This is a condition whereby a candidate for an examination hires a person whom he/she thinks has the aptitude to shine in the subject written. The hired person will then sit for the examination pretending to be the bonafide candidate. Sometimes, the candidates pre-informed and negotiate with the supervisors and invigilators to shun the impersonator being identified or harassed. Nonetheless, there are instances, where the impersonators and the candidates decide to take the risk of impersonation without knowledge of the examination officials and will only resort to negotiation if the impersonators are caught. In some cases, male candidates sit for female candidates who may be their relations or friends with the collusion of examination officials. These impersonators are sheltered by the compromised invigilator or supervisor particularly in the event of unexpected assessment visit by officials of the examination body. The mercenaries, at times, substitute the passport-sized photographs attached to examination identity cards of the legitimate candidates for that of theirs with or without the collusion of the invigilator or supervisor

**Thieving, Converting and Substituting of Answer booklets:** In this circumstance, the scripts of bright candidates are stolen by the brainless ones and changed to theirs. Those who engage in this act frequently keep eagle eyes on the bright candidates and monitor their movement with the aim of perpetrating the act when the opportunity occurs. In some situations, the answer scripts of the gifted candidates are stolen and the back covers where the candidates' names are written are cautiously detached and replaced with that of the candidates that stole the answer scripts. This act could also be perpetrated during handing in of answer scripts mainly when the submission process is not methodical but done in disorderly manner which creates chance for candidates to run helter skelter either to hand in or to complete the requisite number of questions to be answered

**Going into Examination Hall with Foreign Material:** This is a state of affair, whereby candidates enter examination hall with answers to predictable questions. In fact, the foreign material includes: text books, past questions papers either containing abundant notes or used as concealing outfit for current ones that have been smuggled out, photocopies of prepared answers etc. The candidates may bring in the foreign material with or without the understanding of the supervisor and invigilators. These candidates copy answers from the foreign or reference materials they brought into the hall. Those candidates that do this without prior cooperation with the supervisor or the invigilators will be doing it clandestinely and discreetly to avoid being caught and in the event of being caught in the act will be ready to appeal for clemency or bargain terms of settlement. But those who have settled in advance with supervisor or invigilators do the act with every sense of openness and daring.

**Dubbing/Copying:** This is a circumstance whereby candidates copy answers to questions from one another. The bright ones make available their answer scripts for others to glance and duplicate answers. Copying can also take the form of giraffe where a candidate duplicates from his neighbour without the understanding of the neighbour. Candidates who engage in this form of malpractice do it in discreet manner to shun being caught by the invigilators and supervisor or by the persons the candidates are copying from their scripts, if there was no initial agreement between them. There are instances where the invigilators and supervisors explicitly permit the candidates to duplicate from any one that has good understanding of questions asked.

**Miscellaneous:** Other form or nature of examination malpractice include: inscribing information on the concealed part of the body such as thigh, palm, rulers, purses (Nnebedum, 2015); multiple entries where the candidate enters for the same examination in many places at the same time via mercenaries; sneaking out of examination hall with or without prior knowledge of the supervisor to collect foreign materials; candidate tracing their paper to marking centre (Ojerinde, 2004); changing of candidates result by officials in computer/examination processing units; illegal issuance of certificate, statement of result and admission letter. In higher institutions of learning post-examination malpractice could take the form of lobbying the examiners by begging and sending close friends and superior colleagues to the examiner to ask him to be lenient while marking.

Table I: Trend of incidence of Examination Malpractice in WAEC School Candidate's Examination in Nigeria 2000 – 2005

S/N	Type of malpractice	Percentage of involved Candidates					
		2000	2001	2002	2003	2004	2005
1	Bringing in foreign materials	1.23	1.27	1.43	1.34	1.60	1.17
2	Irregular activities inside and outside examination hall	1.16	1.45	1.81	2.80	2.35	1.46
3	Collusion	3.71	2.21	7.05	6.00	6.45	4.06

4	Impersonation	0.07	0.06	0.09	0.11	0.11	0.06
5	Leakage	Nil	Nil	Nil	Nil	Nil	Nil
6	Mass cheating	Nil	Nil	Nil	0.61	0.40	0.01
7	Insult/Assault on supervisor and invigilators	0.04	0.04	0.02	0.02	0.07	0.07
8	Miscellaneous/new cases	0.25	0.04	0.07	Nil	0.19	0.03
	<b>Total</b>	<b>6.46</b>	<b>5.07</b>	<b>10.47</b>	<b>10.88</b>	<b>11.17</b>	<b>6.86</b>

Source: WAEC Annual Report

Table II: Trend of incidence of Examination Malpractice in WAEC Private Candidate's Examination in Nigeria 2000 – 2005

S/N	Type of malpractice	Percentage of involved Candidates					
		2000	2001	2002	2003	2004	2005
1	Bringing in foreign materials	2.83	3.70	2.06	1.82	1.99	3.20
2	Irregular activities inside and outside examination hall	1.24	1.32	2.20	4.52	3.65	5.37
3	Collusion	1.27	1.33	1/70	1.89	4.20	6.75
4	Impersonation	0.39	0.44	0.33	0.73	0.70	1.01
5	Leakage	Nil	Nil	Nil	Nil	Nil	Nil
6	Mass cheating	0.18	Nil	0.12	0.07	Nil	0.26
7	Insult/Assault on supervisor and invigilators	0.12	0.06	0.07	0.03	0.03	0.03
8	Miscellaneous/new cases	0.19	0.19	0.06	0.10	0.05	0.06
	<b>Total</b>	<b>6.22</b>	<b>7.04</b>	<b>6.54</b>	<b>9.16</b>	<b>10.62</b>	<b>16.68</b>

Source: WAEC Annual Report

Table 3: Jamb Reported Cases of Examination Malpractice, in Nigeria 1999 – 2005

Year	No of candidates for the examination	No of withheld results	Percentage withheld
1999	400,194	8,073	2.01
2000	448,901	9,809	2.189
2001	763,053	16,282	1.133
2002	975,065	46,448	4.763
2003	1,039,183	116,990	11.257
2004	839,051	58,121	6.938
2005	877,408	95,985	10.938
<b>Total</b>	<b>5,341,045</b>	<b>351,705</b>	

Sources: Ezenwa (2008) cited in Ojonemi, Enejo, Enejo and Omisore (2013).

## VII. FACTORS RESPONSIBLE FOR EXAMINATION MALPRACTICES IN NIGERIA EDUCATIONAL SYSTEM

Examination malpractice in Nigeria has been attributed to a number of factors. The foremost indentified factors are discussed below:

*Profit Motivation and Maximization:* Private schools are firms that seek revenue maximization. Some proprietors of private secondary schools exploit students for the sake of examination malpractices during external examinations such as WAEC and NECO. These proprietors ask the students to pay given amount of money to make possible malpractices. The untoward thing is that some of the private secondary schools that engage in this act do not have good teaching facilities and

experienced teachers that can improve students' performance. Their teachers are substandard and their welfares are badly taking care of due to poor reward

*High Charge of Education/Examination Fees:* The price of acquiring education in Nigeria is on rising trend. Correspondingly, the price of registering for examination has been rising. Most schools, particularly private schools, charge soaring school and examination fees. In fact, private schools in Nigeria are being run with the purpose of revenue maximization which leads to exploitation. Having paid such despicable fees, parents and students will resort to all accessible means to pass their examinations to avoid re-enrolment. They see incapacity to be successful in the



examination after paying such humongous examination fees as enormous loss which must not be allowed to happen at all costs. Some even go as far as forging certificates and examination grades instead of undergoing the rigor of writing examination to obtain certificates by hook or crook.

*Absence of self-assurance:* Due to lack of proficient teachers, which causes poor teaching in schools, students develop panic of failure and begin to rely on outside help for them to pass. They do not perceive themselves as having the aptitude to answer the examination questions and as such resort to all manners of examination frauds. The teachers not having trust in the capability of the students to do well in external examination prefer to render support to the students. There are some students who have the frame of mind that they cannot pass any examinations without perpetrating examination fraud

*Fraud:* Corruption is one of the key challenges to quality education in Nigeria. It is corruption that makes examination invigilators and supervisors conspire with students and teachers to promote malpractice. In other words, the yearning for material recompense causes some individuals and bodies that are involved in the conducts of examination to permit the students to duplicate from text books, grant mercenaries right of entry to examination halls, reveal papers etc. The people that engage in the act of examination misconducts lack moral values and subscribe to philosophy of dishonesty and the end justifies the means.

*Poverty and Poor Compensation:* The standard of living of teachers and some educational officers is not cheering. Teachers' remunerations are poor and sometimes teachers are owed salaries for months. Some of these teachers, consequent on monetary demands from family members and relatives, resort to collecting money from students so as to give them unwarranted help in examinations. Also, some invigilators and examination officers perceive examination time as an occasion for making money from candidates in order to supplement their standard of living.

*Success-at-all-cost mindset:* Success in examination attracts praise and as such some people would want to get it no matter what it takes. Moreover, some parents desire their children to thrive in their resolute courses even when they do not have the competence to study the course. Such parents expend money to see that their children qualify for the course. In fact, there are some candidates or students who sturdily hold the belief that they are not ready to experience any form of failure in life and must come out with successfully in any examination or engagement no matter the costs

*Strike and Industrial Actions:* Arbitrary closures of school owing to strike action make the students not to cover the scheme for the term or session. Sometimes, the students are made to face lengthy lecture after strike or write examinations in courses not duly taught. In this case, the students resort to cheating. During strike time most students do not study their books but rather take to other activities which may not be

definitely related to academic. This act also affects their passion for studies and ability in examinations

*Deprived Infrastructure Facilities:* Some schools do not have the vital infrastructure such as large examination hall, and desks. During examinations, the students are clustered in a manner that encourage doubling from text books and fellow students. Poor sitting arrangement support examination malpractice. These schools also lack high-quality laboratories for pure science students, good libraries, well ventilated class rooms etc

*Cultism and Gangsterism:* Examination misconduct can be ascribed to cultism. Cultists, mainly, the dull ones among them terrorize their teachers in the event of failure. The teachers are forced to reveal papers or award marks to them. Most cultists spend their time in dangerous and criminal activities as well as social gathering rather than studying their books for purpose of examinations. These occult students cause disturbances in examination halls mainly when they are barred from engaging in malpractices. They may interrupt the whole process or threatened to deal or really dealt with the invigilator or lecturers involved. Some cultists go the extra mile of tracing the examiners to their various residence and offices to accomplish their aims

*Poor Supervision:* Some invigilators and supervisors lack supervision technique and skills. Accordingly, they do not comprehend the strategies used by students in cheating. Some invigilators rather than moving around the hall, to search and watch what the students are doing, choose to seat in a particular spot, thereby providing chance for students to cheat. At times, supervisors typically those that have been monetarily settled by the school authorities or students leave the examination hall after sharing question papers and answer scripts; thereby giving room to examination malpractices. In reality, some schools resort to providing the supervisor with drinks and food which he or she enjoys sitting contentedly in a place while the examination goes on with malpractices.

*Low Quality Teaching in Schools:* The value of some teachers in private and public schools are questionable. Most private schools do not utilize quality and high standard human resource rather they go for cheap labour with no teaching skills. The end result is that the students will not be appropriately taught and prepared for examinations. Such students, in order to pass, resort to examination malpractice. Furthermore, some teachers working in public school got their service not via merit but through political connection, ethnicity and nepotism. Such teachers become liability instead of assets to the school and students. These calibers of teachers often miss classes and spend most of their working hours for personal business or idle talks.

*Prominence on Certificate:* Nigeria society attaches much value to certificate at the detriment of practice. Recruitment is most often certificate oriented and as a result there is immoderate rush to obtain lower and higher certificate at all costs. Students, at times aided by their parents, engage in all

manners of examination malpractice to make certain that the students did not only obtain the desired certificate but with good grades. Some people even go as far as forging certificates and examination grades instead of undergoing the rigor of writing examination to obtain certificates.

**Idleness:** Some students are lazy and as such do not prepare well for examinations. They dissipate their time playing rather than studying their books in preparation for examination. Some students keep awake watching films or interacting in social media even when they know that they have examination in the next couple of hours. Imagine what will be the mental condition of a candidate who kept awake attending party and drinking alcohol; only to rush to examination hall the next day. Such students resort to examination malpractice to pass the examination since they did not work for genuine accomplishment in the examination.

#### VIII. EFFECTS OF EXAMINATION MISMANAGEMENT ON NATIONAL DEVELOPMENT

Some damaging effects of examination misconduct in Nigeria have been recognized. They include:

*Erosion of certificate credibility:* Examination malpractice weakens the genuineness and trustworthiness of the certificate obtained. It makes people to lose trust in the worth of certificates as indicator of accomplishment and competence to attain great height. A certificate acquired through deceptive means is not reliable for the holder of the certificate is like a dangerous virus capable of spreading its harmful impact on whomever it comes into contact either at workplace or any other social setting. Lack of confidence in certificates obtained in Nigeria, particularly by foreigners; tend to discourage aliens from schooling in Nigeria. Foreign entrepreneurs and companies in Nigeria mainly the multi-national companies have a tendency to hire expatriates into managerial and high profile positions and leave menial jobs for Nigerians because they presume that the certificates obtained by those Nigerians do not match the skills acquired. The hired expatriates eventually repatriate their income for the development of their home country at the detriment of national development in Nigeria. Moreover, foreign currencies that would have entered Nigeria economy via school fees and other transactions made by foreigners who study in Nigeria is low because of the unwillingness to study in Nigeria owing to erosion of confidence in certificate to obtain. On the converse, the outflow of Nigeria currency owing to increasing number of Nigerians going abroad to study because they lack confidence in the educational system undermine national development.

*Decline in productivity:* Examination mismanagement has negatively affected the productive competence of those involved in the illicit act. Those who pass through examination misconduct have cut corners and as such have not acquired the required skill and competencies for enhanced production. Such people contribute little or nothing to the organization. They engage in activities such as absenteeism,

lack of commitment and disloyalty owing to poor skills and knowledge of workplace ethics. The decline in productivity stemming from the effect of examination malpractice contributes negatively to economic growth and development of the country. It adversely affects the GDP and perhaps the cost of living since low productivity may lead to scarcity which in turn leads to high cost of living owing to inflation caused by excess demand.

*Increased cost of production and management:* Examination malpractices add to cost of production because the employees affected become liabilities to the organization. The individuals may constantly destroy work equipment because they do not know how to operate them. In this case, the organization will be compelled to repair or replace the damaged tools. Besides, the organization spends so much money in training and retraining such employees. The increase in cost of production, consequent upon examination misconduct, affects the profitability of the firms and may force the firms out of market or to increase the prices of their products. When a firm leaves the market it creates unemployment for the previously employed workers. The affected workers usually face economic and social challenges and may find it very difficult to meet their needs and that of their dependants. Besides, the unemployment situation created by this circumstance put much pressure to the economy and may lead to increase in social vices. Should a firm increase the prices of its products due to increase in cost of production and management, it perhaps affects demand and cost of living of the consumers.

*Endangering of human lives:* Examination mismanagement creates workers who are threats to human existence. These kinds of people can turn out adulterated drugs, food and other substance or products which may harm lives of those that consume or come in contact with them. Moreover, those who are doctors may administer overdose drug; hurt the patients during surgery or any other form of medical attention. For those of them that end up as teachers, they exhibit poor knowledge and teaching capacities and even encourage examination malpractices. Obviously any act of omission or commission that jeopardizes human lives adversely affects the human resources of a nation which are indispensable assets for national development. For national development to be meaningful and attainable, healthy, sound and competent human resources are needed. Lives lost or harmed through the outcome of examination misconduct is a loss to economic and social development cum growth of any country.

*Lack of competitive capacity:* Those who engage in examination malpractices usually lack the power to compete with their counterparts who passed through the rigorous steps to achieve success either in work place or academic environment. Those involved in examination malpractice always lack self confidence and spirit to challenge others so as not to expose their deficiencies. The inability to compete with local or foreign counterparts at global or local level does not only decline their economic usefulness but also weaken their power of self reliance. Since they cannot compete, they tend

to remain out of work and hence become liabilities to the society. Competition requires initiative and creative power which may be lacking in those that acquired educational certificates through fraudulent means

*Economic wastage and inefficiency:* Employees that are products of examination malpractices create waste through misuse of productive resources. They mismanage resources; engage in substandard production or products that add to the production cost of the business. In fact, they lack managerial skills that lead to efficient production. Wastage of resources is antithetical to national development. Development and growth of any economy require prudent utilization of available resources in society. When resources are not efficiently utilized in a production firms, it undermines the profits of the organizations and their growth. If the wastage remains unchecked, the firms may be forced to leave the market and thereby creating unemployment and hardship to affected persons.

*Wide spread unemployment:* Examination malpractices lead to production of graduates that are not marketable or employable because they are half baked. They lack the practical and theoretical knowledge needed for either self employment or being employed the others. Wide spread unemployment negates development and impose suffering on affected individuals. These persons may become social menace and stumbling block to peace, security and development.

*Increased work place hazards:* Those who acquired fraudulent education usually lack safety skills and are prone to work place accident which affects production and health. Frequent accident or injury resulting from lack of safety skills does not only increase medical expenditure of the firms but also damage the image of the organizations and may discourage high achievers from seeking jobs in the organizations.

#### IX. PRACTICAL MEASURES FOR MALPRACTICE-FREE EXAMINATIONS

Non-fraudulent examination is a desideratum for credible and functional education system. The accomplishment of malpractice-free examination in Nigeria requires holistic and determined efforts of every stakeholder in the examination process and administration. The recommended measures and strategies are:

*Capacity building for teachers and examination bodies cum officials:* Expert on examination ethics and administration should engage in capacity building and training for teachers and other individuals that are involved in examination administration so as to boost their capacities and proficiencies in administration of examinations. Capacity building on how to eliminate examination malpractices should be conducted in schools at primary, secondary and higher institution levels. In fact, it should be part of educational policy that schools in Nigeria should at least once in a term or session hire a well resourced person or persons to enlighten their staff and

students on the danger of examination malpractices and strategies for checking examination frauds.

*Zero tolerance to fraud and examination cheating:* There should be no sacred cow in the fight against examination cheat. Whoever is caught should be diligently prosecuted and punished according to law if found guilty. A special agency to fight against examination malpractices should be established by federal, state and local governments. This agency should be responsible for fighting examination frauds and prosecuting offenders. The proposed agency must be made up men of integrity who cannot be swayed by material thing or emotion.

*Strengthened examination security apparatus and law enforcement:* The police, as the head agency in charge of the law, order and internal security should be strengthened to undertake security function pre, during and post examination periods, particularly as regards to external examination. The police and other security agencies should be motivated to discourage them from colluding with perpetrators of examination malpractices. The police and other intelligent units should be trained on intelligent gathering on issues relating to possible engagement in examination malpractices particularly as regards to proprietors of schools, school heads and examination officials. Such information gathering will enable the arrest and diligent prosecution of the perpetrators or prevent the commission of such crime. Adequate monitoring and security should be provided for the custodian of examination material. Strengthened law enforcement around examination bodies, individuals and group will no doubt reduce the rate of examination leakage, mass cheating, forgery, collusion etc

*Improved teachers' welfare and general reduction in poverty:* Improvement of teachers' welfare will assist in discouraging those who indulge in the act owing to poor remuneration and welfare packages which are disproportional to their family needs. Teachers in Nigeria mostly in primary and secondary level of education are not well funded. Notwithstanding the poor rate of their salaries and other benefits, some of them are owned for months by their employers. In the private sectors the teachers are not only poorly paid but are casually employed without any other benefit other than their poor salaries. Most of these teachers apart from having their pressing personal needs are also under family and societal financial pressures. They are compelled by the wide discrepancy between their incomes and needs to aid examination fraud so as to make end meets. The government and other employers of teachers should motivate the teachers using both financial and non financial motivator. The financial motivators include increase in pay, bonus, gratuity, pension etc while the non financial motivators include recognition of the good role of teachers, respect for teachers and award to outstanding ones.

*Less prominence on possession of certificate:* Nigeria employers should place less prominence on certificate as a

criterion for employment. Emphasis should be shifted to practical skills and competency exhibited by the potential employees at the time of interview or in the course of work. Prominence on certificate has caused mad rush for acquisition of certificate either by hook or crook with no practical capability acquisition. Those who hold the certificate but not the skill are liabilities to organizations. They do not only encourage malpractices but corrupt the entire system. If employers emphasize practice other than theory, those with certificate without the prerequisite skills and knowledge will be discourage from applying for the advertised positions because they will not want to expose their deficiencies. This suggestion does not imply that certificates should be jettison as a criterion for job but there should be a link between the certificate and the skill possess. The potential employee must demonstrate substantially that he merits the certificate and grade he possess by displaying practical skills that matches his grade or certificate. If these measures are properly put in place by employers of labour, it will enhance working hard for success in examination for the purpose of acquiring the skill, competency and knowledge that could be practically demonstrated at job interview

*Strengthened NGO and civic education:* Civic society organizations have crucial roles to play in the educational process. The roles cover observing, monitoring and evaluation of examination process. They should be involved in monitoring registration for external examinations, conduct of examinations and release of results. Government, schools and examination bodies should encourage and cooperate, to the greatest extent possible, with credible national and international NGOs in expanding campaigns to educate and enlighten the students and other stakeholders on the dangers of examination malpractices and need to eliminate them. The students and stakeholders should be mobilized against all form of examination fraud. Moral and value re-orientation should be sustained in schools and education institutions to drive home the immorality of examination fraud. Religious leaders should use their positions to re-orientate members of their congregation towards moral behavior in every aspect of their lives

*Review of education policy:* The education policy of Nigeria should be revisited to keep it abreast in line with the new realities and technological changes. The educational system should be designed to encourage vocational and professional training and entrepreneurial ability. The policy should de-emphasize theory and certificate but encourage practicability and indigenous technological growths. Students should be encouraged through grants to research on areas that can offer solution to empirical social problems. The criteria for appointment and promotion of teachers should be revisited to separate the certificate holders from the skill holders. The education policy must be planned to match theory with practice so as to produce graduates with practical and vocational know-how.

*Discarding of success at all cost mindset:* Nigerians should learn that failure is part of success because failure makes one work harder for real success. The idea of I must get it at all costs should be discouraged because without strong foundation the certificate acquired may do more harm than good to the holder and society in general. Real success brings satisfaction. A person who secure job in an area he is unfit will eventually lack job satisfaction which is a motivator to self-fulfillment. Nigerians have to understand that real success takes time to attain but once it is accomplished there is satisfaction and pride in it

*Strategic recruitment of examination supervisors:* The process of recruiting examination administrators and supervisors should be designed in such a manner that men with questionable character are not recruited. There is need for credibility test and deep inquiry into the personality and life of the potential examiners so as to reduce the incidence of recruiting those with notorious background on fraud related matter. The employers should engage in independent and surreptitious investigation into the family and public actions of the involved persons by seeking information from community members or peer group or work group without allowing them know the need for such inquiries. The search for personality can be carried out by intelligent gathering unit or experienced person in eliciting intelligent information.

*Youth empowerment:* The state policy should, as a matter of urgency, be directed to addressing the issue of youth unemployment. Youth empowerment through micro credit facilities and entrepreneurial development is of strategic importance in reducing youths involvement in examination mercenaries. Most young one who indulge in business of collecting money from candidates with a view to aiding them in examination malpractices do so because of poverty caused by unemployment. The issue of youth empowerment should be given genuine and committed attention since the youths who are both university graduates and undergraduates are most vulnerable to serving as mercenaries for the purpose of examination frauds.

*Development of examination malpractice research unit:* Government, examination bodies in collaboration with NGOs, and other stakeholders in education process, should develop a programme aimed at identifying, monitoring and where possible, mitigating and preventing examination frauds. Examination research unit should be institutionalized in schools and examination bodies for the purpose of monitoring examination related frauds, analyzing information and making projection to mitigate malpractice

## X. CONCLUSION

Examination is a vital tool in evaluating the mental and pragmatic capability of students in both schools and colleges. Examination process and management of any state have to work towards accomplishment of the educational objectives and goals of the society. Thus, the worth and functionality of any instructive system lie on its capability to materialize the



goals of education. Unfortunately, examination process and administration in Nigeria has been characterized by fraudulent acts perpetrated by students, parents, examination officials, invigilators, supervisors, teachers, school heads, school proprietors, security agents etc. The study, among other things, demonstrated that pervasive fraud; poverty; success-at-all costs mindset; excessive prominence on certificate; cultism; sexual desire; poor teaching techniques and facilities; materialism; laziness and lack of self confidence contribute considerably to examination misconducts. It also showed that the negative consequences of examination malpractice on the socio-economic and political development are great. Accordingly, the study suggests capacity building for teachers and examination bodies cum officials; zero tolerance to fraud; strengthened examination security apparatus; improved teachers welfare and general reduction in poverty; less prominence on certificate; moral and value re-orientation ; review of education policy as some of the measures to counter examination malpractices and their adverse outcomes.

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