

# Effective Administrative Measures for Curbing Examination Malpractices among Undergraduate Students of Nnamdi Azikiwe University, Awka Anambra State

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## ABSTRACT

The study adopted survey research design to examine effective administrative measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka Anambra state. Two research questions guided the study and the population is 2776 academic staff of the university with a sample of 200 academic staff selected through simple proportionate random technique. A researcher developed instrument titled Effective Administrative Examination Malpractice Curbing Measures Questionnaire (EAEMCMQ) was used for data collection. It contained 20 items designed in two clusters on a 4-point scale. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, Nnamdi Azikiwe University Awka. The instrument's reliability was determined using the Cronbach Alpha coefficient which yielded an alpha coefficient of 0.80. Mean and Standard Deviation were used to answer the research questions. The findings of the study showed that the university implements preventive administrative measures in curbing examination malpractices while the corrective measures were not being implemented. Therefore the study concluded that the university administration should as much as possible begin to implement the corrective measures as to deter students from engaging in examination malpractice and ensure deployment of digital technologies in monitoring and supervision of examination to reduce examination irregularities. The study recommends periodic seminars and workshops for staff and students on good moral rectitude and comportment in examination. Also that examination malpractice acts be implemented in the code of conduct of examination where violators and culprits will be appropriately sanctioned as a deterrent to others.

**Key words:** Administrative, Measures, Curbing, Examination, malpractices, Undergraduate

## INTRODUCTION

Examination is the process of testing and assessing against a standard. It is also a means of determining one's degree of performance and achievement. Examination takes different forms depending on the purpose of such examination. It could be internal or external which can take the form of oral, essay, multiple choices, computer based test or online examination (Frederic, Derrington & Bartlett, 2021). It has been said that students' performance in examination may not be the true reflection of their ability. However till date, examination still remains the best tool for an objective assessment and evaluation of learning. This is so because learning can only be said to have occurred when there a permanent change in attitude and behaviour. Nnorom, Anyanwu and Ezenwagu (2020) observe that one of the functions of the school is the assessment of the learners on what they have been taught with the intent of determining how well such learners have attained the objectives of a particular subject matter taught. According to Oxford Learner's Dictionary (2023), examination is a formal test of a person's knowledge or proficiency in a subject or skill especially by means of answering questions or practical exercises. Therefore, it is through examination that students are evaluated or tested to find out the quality of knowledge they have acquired within a specific period of learning. Nnorom, Anyanwu and Ezenwagu (2020) say today in Nigeria, as in other parts the world, performance at examination is the yardstick for measuring,

judging and selecting manpower, and for assessing students for promotion and award of certificates. Therefore examination is the evaluation or measurement of a student's learning, how much one has learnt in a given time. According to Asante-Kyei and Nduro (2020) examination continues to be one of the most acceptable techniques for evaluating and appraising what students have learned. It is a test of knowledge or progress so far in a course of study which helps the student determine and improve on areas of deficiency. It also helps the trainer or teacher to see areas of constraints, where the student requires further attention of learning. It also tests the examinee's preparedness to move to higher levels of skills or knowledge acquisition or learning (Obi-Nwosu nd). For Nnorom, Anyanwu and Ezenwagu (2020) examination is the Summative assessment which occurs at the end of a class, course, semester or academic year and it measures learning outcomes and reports these outcomes to students, parents and administrators. We can say examination is a parameter for measuring academic excellence. This desire sometimes leads to malpractices in the schools. It therefore requires effective administrative measures to nib it in the bud.

As we know that academic excellence is the demonstrated ability to perform, achieve and/or excel in scholastic activities. It has been identified with achieving high grades and superior performance. At the same time, it is more than just making good grades. It is the maximum development of intellectual capacities and skills for proactive problem solving. This means being outstanding or extremely good at studies. Therefore it requires persistent hard work that is not deterred by failure. However before academic excellence could be achieved, it is presupposed that a foundation for character education must have been developed in the student. Hunter (2000) defined character education as the deliberate effort to develop virtues that are good for the individual and good for the society. Also Michigan State University (2021) defined character education as the process of learning common attitudes, beliefs and behaviours that are important for people to be responsible citizens. It provides ground rules to learn and practice behaviour that reflect ethical values. According to Kamaruddin (2012) character education teaches habitual ways of thinking and behavior that helps individuals to live and make decisions that can be accounted for and proud of. Character here deals with how habits, motive, behaviour and thoughts relate to morality that is made manifest in integrity. Lickona as cited in Obi-Nwosu (nd) stated that a good character includes: knowledge of goodness, an intention to do good and finally the actual act of doing the good. Attitude or character of goodness of fit in the society are generally accepted and upheld. So in education, character formation is the bedrock upon which all other components are built. Upon graduation school management demands that students be found worth in character and learning before being awarded with degree. This is a very important aspect of learning. Adebambo (2020) opine that there is no amount of skills and degree that can substitute character. At Nnamdi Azikiwe University Awka, developing students in good character education lies at the heart of all that the university does. Suffice it to say that the university enthrones hard work, resilience and honesty as the roads to a successful good character education. This is the core value of education and not just maximizing examination performance. Therefore, in the university, academic dishonesty, fraud and cheating are antithetical to their value base education.

However, many people do not believe in hard work and the society celebrates and cherishes short cuts to success thereby negating good moral dispositions and core values upon which society should be built on. Academic dishonesty, fraud and examination malpractice are thriving in different forms. Examination malpractice in the views of Alutu and Aluede (2019) can be seen as any irregular behaviour (that contravenes examination rules and regulations) exhibited by a candidate or anybody charged with this type of conduct before, during, or after an examination. Examination malpractice is described as any anomalous behaviour demonstrated by a candidate or anybody assigned with administering an examination before, during, or after the examination that breaches the norms and standards governing such administration (Onyechere, 2022). Examination malpractice is defined in this research as any anomalous behaviour by examinees, examiners, or anybody else connected with an examination, whether before, during, or after it, that provides an unfair advantage to certain persons. Any activity made during the examination that jeopardizes the legitimacy, reliability, and authenticity of the conduct of examination, grading and certification are regarded as examination malpractice. Examination malpractice is any illegal act committed by a student single handedly or in collaboration with others; like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades (Wilayat, 2023). A candidate who, at any examination, by any fraudulent trick or device or with intent to cheat or secure an unfair advantage for himself or any other person, steals or otherwise appropriates or takes a question paper, an answer sheet or a script of any other candidate commits, an offence and is liable on conviction.

In China, there are reports of college cheating where it was discovered that, academic qualification is a huge predictor of cheating in college. In Israel the situation is also similar as Kasler, Hen, and Sharabi (2018), discovered that most of the students viewed academic misconduct as a serious issue. Also Chaminuka, and Ndudzo (2014), observed that in Zimbabwe, the level of students' engagement in examination malpractice in higher education has gotten progressively stressing, tricky and threatening to the prosperity of the Zimbabwean educational system. According to the study by Onuka, and Durowoju (2013), revealed that examination malpractices were not a new phenomenon in Nigeria and affirmed the first examination malpractice which was believed to have been reported in 1914 during the Cambridge Local Examination. It was reported that papers were leaked before the scheduled date of examinations. However, it was worrisome a trend that started slowly has reportedly become very pronounced not only in Nigeria but across the globe. Besides, cases of examination malpractices have become more advanced and sophisticated with time.

A lot of factors are contributing to this ugly menace such as over emphasis on paper qualification rather than skill and competency, fear of failure, moral decadence, competitive nature of the job market, as well as cultural expectations, all these put students frequently under pressure to do whatever will make them achieve victory in their exams. As a result, some learners take to unethical means to pass their exams. In many schools, examination malpractice has become the new normal and students have been formed to believe in and practice it. Sometimes, parents, teachers and school proprietors also engage in it. Sonnie (2022) laments that examination malpractices have taken the center stage of public examinations with teachers, parents, law enforcement agencies being involved. This tragedy constitutes a big threat to the further growth and development of the educational system.

There are different forms of examinational malpractices or misconducts such as Impersonation, collaborative copying, exchange of answer booklets/written materials, smuggling in and out of answer booklet, smuggling out of question papers, bringing in of written material (expo) into the examination hall, such as parts of note books, whole text books, electronic objects, leaking of question papers, and maker's malpractice among others. Going further is the complacent and cooperative attitude of some lecturers in aiding and abetting examination malpractices. It includes the systemic and organized examination crimes both in the individual and in the system at large. More often than not there are cases of lecturers engaging in and soliciting for material gratifications from students to enable them obtain unjustified grades in their examinations. Sometimes when students noticed that they probably did not do well in their examination may initiate the act of luring their lecturers to an unholy juicy negotiations and proposals for a better deal in grading and results. Also some lecturers go to the extra miles of asking for monetary deals (sorting) from students to influence their examination grades. It should be noted that these are regarded as professional misconducts on the part of the lecturers and has always been treated with stricter sanctions. Therefore to curtail the growing urge for examination malpractices requires strong, intentional and honest administrative measures.

Administrative measures for curbing examination malpractices therefore are those policies/guidelines and procedures stipulated by the university administration to deal with examination malpractices and misconducts. According to Rahman, Dangi, Jamaluddin, Mustafa, and Yusop (2016), established that every learning institute have policies/guidelines guiding the administration of examinations. Stellah (2021) opines that they are guidelines that specify categories of examination irregularities, procedures for dealing with the irregularities and the punishments related to each examination irregularity. The rules and regulations highlight areas that constitute an examination irregularity and consequently, caution students against committing the stated offenses. These rules are regarded as quality control measures for conducting examination. Ogbo, Anyanwu, Emengini, Okeke and Umeozor (2021) assert that important quality control mechanism of the principal is control over test instrument, their administration and the evaluation of the marking guide. Obiora (2020) grouped administrative measures for controlling examination malpractice into preventive, corrective and supportive measures. For the purpose of this study we shall discuss the preventive and corrective measures.

Administrative preventive measures for curbing examination malpractice are those measures that the university has established and built into the system as a way to facilitate intensive preparations of candidates for examinations to enhance their confidence and discouraging them from indulging in examination malpractice. These include regulation on admission process to match the school facilities, orientation and counseling students on good study habits and the ethics of hard work as the only way to success, lecture monitoring and supervision through quality assurance to evaluate the extent of coverage of the course contents before administering

examination, use of alternative questions model or typified questions, reviewing of minimum pass marks obtainable in an examination, adoption of variety of assessment mode of examination, rewarding best grade students, deploying strong security apparatus such as use of digital devices/CCTV cameras in examination halls, proper student's identification process to avoid impersonation, training proactive examination monitors and invigilators as to identify cheating, provision of adequate and spacious examination hall, adopting an orderly searching of students before entering the exam hall, disallowing mobile phones and other electronic devices into examination hall, and keeping accurate time. These are some of the administrative guidelines for the good conduct of examination in the university.

Corrective administrative measures are firm penalties, sanctions, punitive measures and consequences resulting from the act of examination malpractices and irregularities which have been established by the extant laws of the university to deal with such matter as required. Fakae (2019) averred that these measures provide institutions with solutions to correct students from engaging in this malicious act. These include strict enforcement of the penalties for examination malpractice as contained in the university laws on examination malpractice. According to Onyechere (2022) ensuring the application of these penalties could act as a deterrent. These penalties are according to the degree of the malpractice. It ranges from cancellation of the examination, suspension for over a number of academic years, expulsion, signing of malpractice form, deduction of marks awarded or awarding failure, appearing before the panel and repetition of the whole academic session. Bibi, Muhammad and Dahiru (2021) say that there are several punitive measures were put in place to help serve as a deterrent to those involved in the act they also highlighted the Examination Malpractice Act 33 of 1999 (revised edition) which stipulates punishment ranging from a fine of N50, 000.00 to N 100, 000.00 and imprisonment for a term of 5 years without the option of fine for violators of the offenses stipulated in the Act are part of the corrective measures which have established to curb examination malpractices.

According to Stellah (2021) numerous strategies applied to curb examination malpractices within the university system have proven ineffective. New devices for executing examination malpractices quickly and greatly making such strategies look as though they are tending to the symptoms rather than the root causes. But Udim, Abubakar and Essien (2018), explained that the situation might not be unconnected with the fact that student culprits are usually targeted by these strategies, brushing aside the contributory roles of other university members in the eventual act. However, as is it the case, the university administrators have engaged in various administrative strategies in controlling the menace of examination malpractice such as implementing strict penalties for confirmed malpractice, increase invigilation and surveillance, use of modern technology to checking students in examination halls and other examination curbing strategies have been introduced. Despite these various measures, examination malpractices are still increasing. This menace undermines the quality of graduates and their preparation into the job market. It results to the loss of credibility, confidence and purpose of examinations. Therefore examination malpractice and fraud ought not to be underestimated by targeting only the students also other members of staff who engage in, support, cooperate and encourage examination malpractice implicitly or explicitly must be made to face the music. This is the only way academic institutions can achieve best practices in examination management. Therefore there is dire need to investigate the administrative measures for curbing examination malpractice in universities. This has necessitated the researcher to carry out this study on effective administrative measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University, Awka Anambra State

## Statement of the Problem

Examination malpractices today have become very rampant and occur in very sophisticated forms and dimensions among undergraduate students across universities. Practical experience in invigilating examinations reveals this ugly trend among students. Cheating in examination is now a new normal among different categories of students. The most unfortunate and worrisome aspect of it is the involvement of some members of staff at different stages of the examination process. There are a lot of factors that could be attributed to examination malpractices in schools today. The act of cheating in an examination is a bad scenario that requires the setting up administrative regulations and policies by different institutions of learning. To this the school administration have put in place various guidelines and policies that would promote academic honesty and hard work among the staff and students. Various programmes, such as workshops, orientations and seminars have been organized in the university to sensitize students and staff on the dangers and consequences of examination malpractices.

Despite all these examination malpractices have continued among students in the university. The persistent occurrence of examination malpractice has become a major concern to educational stakeholders. The university administration seems to be overwhelmed by the increase cases of examination malpractices going on in the university. It appears that nothing concrete has been done to curb the issue of examination malpractices in the university. One wonders if there no administrative measures that are in place to checkmate the frequent occurrences of examination malpractice in the university. Some others are wondering how proactive and intentional are the school administration in fighting examination malpractice in the university. These and other concerns have necessitated the researcher to embark in this study on administrative measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University, Awka Anambra State.

### **Purpose of the Study**

The main purpose of the study is to investigate on the effective administrative measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka of Anambra State.

Specifically, the study is to:

1. Ascertain the administrative preventive measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka, Anambra State.
2. Identify the administrative corrective measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka, Anambra State.

### **Research question**

1. What are the administrative preventive measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka, Anambra State.
2. Are there administrative corrective measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka, Anambra State.

## **METHOD**

The study adopted a descriptive survey research design with a population of 2776 academic staff in 14 faculties and 67. Simple proportionate random technique 200 academic staff where selected as the sample. All examinations are centrally organized but administered on Faculty and departmental bases on the instructions of members of Timetable and Classroom Space Committee, University Senate Examination Committee, Faculty Board of Examiners, Faculty Examination Committee and Departmental Board of Examiners of Nnamdi Azikiwe University,

The researcher developed instrument titled Effective Administrative Examination Malpractices Curbing Measures Questionnaire (EAEMCMQ) which contained 20 items designed in two clusters on a 4-point scale of Strongly Agreed –SA (4), Agreed –D (3), Strongly Disagreed-SD (2) Disagreed-D (1). This was used as the instrument for data collection. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University Awka.

The instrument's reliability was determined by a pilot test carried out in Chukwuemeka Odimegwu Ojukwu University, Anambra state. The instrument was administered to 20 academic staff of the university. The data obtained were analyzed using the Cronbach Alpha coefficient which yielded an alpha coefficient of 0.80. The questionnaire was administered to the respondents by the researcher with the aid of four assistants.

Out of the 200 copies of questionnaire administered 196 were retrieved and used for data analysis showing a 95% rate of return. The data collected for the study were analyzed using a mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to ascertain the homogeneity of the respondent's rating. Any item whose mean score is above the mean benchmark of 2.50 was

regarded as agreed while a mean score below the mean benchmark of 2.50 were considered as disagree

## RESULTS

### Research question 1

What are the administrative preventive measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka, Anambra State

**Table 1: Mean rating and Standard deviation scores of administrative preventive measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka, Anambra State**

S/N	Items	Mean	SD	Remarks
1	Orientation and counseling students on good study habits.	2.80	1.02	Agreed
2	Adopting quality assurance policy on lecture monitoring to ensure coverage of scheme	2.63	1.93	Agreed
3	Use of alternative or typology exam question model	2.05	1.01	Disagreed
4	Use of CCTV cameras in examination halls	1.07	1.25	Disagreed
5	Proper student's identification and screening	2.53	1.06	Agreed
6	Provision of spacious examination hall	2.25	1.20	Disagreed
7	Ban on the use mobile phones/electronic devices in examination hall	2.68	1.17	Agreed
8	Reviewing of minimum exam pass mark	2.27	1.10	Disagreed
9	Organize training for examination monitors and invigilators	2.50	1.19	Agreed
10	Publishing exam rules/regulations on answer sheets.	5.00	1.12	Agreed
	<b>Grand Mean</b>	<b>2.58</b>	<b>1.21</b>	<b>Agreed</b>

Analysis in table 1 focused on administrative preventive strategies for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka of Anambra State. The result above showed the mean scores of the respondents which is above the mean decision level of agreement thus indicating agreement that those items as measures which the University administration have used to prevent examination malpractice in the university but in items 3, 4, 6 and 8 showed a mean score which is below the mean decision level indicating disagreement to those measures as having been applied to curbing examination malpractices in the university. The grand mean score of 2.58 is above the mean decision level which showed that there are strong administrative measures for curbing examination malpractices in the university. Again the pooled standard deviation scores of 1.21 indicated a convergence of their responses implying that their responses are homogenous.

### Research Question 2:

Are there administrative corrective measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka of Anambra State

**Table 2: Mean rating and Standard deviation scores of administrative corrective measures for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka of Anambra State**

S/N	Items	Mean	SD	Remarks
11	Cancellation and tearing of the answer booklet of the student.	2.54	1.12	Agreed
12	Sending the student out the exam hall	2.73	1.23	Agreed
13	Deduction of marks obtainable	2.65	1.05	Agreed
14	Awarding failure for the Exam	2.77	1.15	Agreed
15	Signing of Exam malpractice form	2.43	1.06	Disagreed
16	Appearing before the Exam and Ethics panel	2.05	1.09	Disagreed
17	Withdrawal of the Certificate obtained	2.21	1.17	Disagreed
18	Suspension for one academic year	1.27	1.11	Disagreed
19	Repetition of one academic session	1.50	1.09	Disagreed
20	Expulsion from the university.	2.00	1.21	Disagreed
	<b>Grand Mean</b>	<b>2.23</b>	<b>1.13</b>	<b>Disagreed</b>

Analysis in table 2 focused on administrative corrective strategies for curbing examination malpractices among undergraduate students of Nnamdi Azikiwe University Awka of Anambra State. The result above showed the mean scores of the respondents which is above the mean decision level of agreement thus indicating agreement in items 11, 12, 13 and 14 while in the other items showed a mean score which is below the mean decision level indicating disagreement to those items as having been applied to curbing examination malpractices in the university. The grand mean score of 2.23 is below the mean decision level which showed that there are no strong administrative corrective measures for curbing examination malpractices in the university. Again the pooled standard deviation scores of 1.13 indicated a convergence of their responses implying that their responses are homogenous.

## DISCUSSION

The finding indicated that there are strong administrative preventive measures set up to curbing examination malpractice in Nnamdi Azikiwe University. This finding is in agreement with the findings of Akunne, Chigh-Obasi, and Iwogba (2021), who argued that perceived preventive strategies for curbing exam misconduct among secondary school students in Nigeria are very effective for curbing exam misconduct. The issues of curbing examination malpractices should involve all stakeholders in order to a maximum result in this fight. Maheshwari (2011) stated that the phenomenon of examination malpractice has become endemic in the educational system. Students are involved because they want to achieve success; parents are involved because they want good grades for their wards; teachers and others are involved because of the financial, material, and other intangible gains derivable from involvement in examination malpractice. Supporting this assertion Bibi, Muhammad and Dahiru (2021) say to checkmate or curb examination malpractice in Nigerian schools, students, lecturers, parents, and the school management has roles to play because the study has revealed that they are advocates of examination malpractice. Orientations, guidance, and counseling programmes should be organized often to change the perception of students towards examination malpractice. Peters and Okon (2013) also suggest effective counseling services in schools to assist students acquire techniques of effective study habits. Again Societal re-engineering and re-orientation to revamp moral values: Good moral values should be properly instilled into our youths, and parents counseled to stop aiding their children to cheat in examinations. Again Udim Abubaka and

Essien (2018), say there is a need to engage only honest persons in examination management. These are part of the preventive measures that should be cooperated in curbing examination malpractices in universities. Again Manafa, Ohamobi and Osegbue (2020) recommended among others that universities should provide CCTV cameras in examination halls and also provide adequate thumb printing machines during examination for checking in of students to avoid impersonation. Therefore Bibi, Muhammad and Dahiru (2021) recommend that the Examination departments in Higher Education institutions should conduct training workshops for all undergraduates, invigilators, tutors, lecturers, and administrators on best practices in examination management and awareness of the various forms of malpractice

Another finding of this study showed that corrective measures for curbing examination malpractices in the university are not being implemented. This finding corroborated the findings of Bibi, Muhammad and Dahiru (2021) who opine that several punitive measures were put in place to help serve as a deterrent to those involved in the act but to no avail. Highlighting the Examination Malpractice Act 33 of 1999 (revised edition) which stipulates punishment ranging from a fine of N50, 000.00 to N 100, 000.00 and imprisonment for a term of 5 years without the option of fine for violators of the offenses stipulated in the Act. Despite all these laws, examination malpractice has been on the increase and this is due to non-implementation of the laws. Supporting this assertion Dadzie and Annan-Brew (2023), assert that imprisonment of supervisors for aiding and abetting examination malpractice are not effective in schools. Imprisonment is among the stringent measures for curb examination malpractice but has not been implemented. Rahman, Dangi, Jamaluddin, Mustafa and Yusop (2016) affirm that Moi University has guidelines/policies regulating the administration in addition to conduct of students (undergraduate/postgraduate) examinations. The Guidelines specify categories of examination irregularities; procedures for dealing with the irregularities and the punishments related to each examination irregularity, but more often than not the implementation have suffered lots of setbacks. Just like in all universities there are administrative measures to curb examination malpractices but what is lacking is the will to implement those measures. It is only when these measures are implemented that they will serve the purpose. The finding in this study is a fact that the university has to sit up in applying the corrective measures if they really want to curb examination malpractice. It is a known fact people are always afraid of the law but when laws are not being implemented they lose their potency. Uba (2020) is of the view that the use of severe sanctions and punishments for offenders in examination malpractice in universities is the only way to curtail examination malpractices. This view was also supported by Onyibe, Uma and Ibina (2019) in their studies that also concluded that promulgation and enforcement of examination malpractice (prohibition) laws and sanctions must have to be applied. The height of examination malpractices in all levels of education in different parts of the world is quite alarming thus becoming the order of the day is very unacceptable. Therefore universities and other institutions of learning should apply severe punishment and stringent sanctions to all the culprits involved in examination malpractice so as to reduce the negative effects in the quality of graduates and certificates obtained.

## CONCLUSION

Examination malpractice is among the evils bedeviling all institutions of learning and examination bodies. There are different forms of examination malpractices going on in the institutions of higher learning. It involves both students and staff members either implicitly or explicitly. It could be during and after examination resulting to undue advantage to certain group of individuals. Examination malpractices result to the loss of credibility, confidence and purpose of examinations. It undermines the quality of graduates and their preparation into the job market. Therefore examination malpractice as an academic fraud ought not to be underestimated by targeting only the students also other members of staff who engage in, support, cooperate and encourage examination malpractice. The university administrative corrective measures to curb examination malpractice are not strong enough or not being implemented. This has undermined sanity in the conduct and checkmating examination irregularities. Therefore we suggest that the punitive measures and guideline for the conduct of examinations set out be implemented without further delay. This is the only way academic institutions can achieve best practices in examination management.

## RECOMMENDATION

For examination malpractices to be stamped out in the university, all hands must be on deck. The university should conduct regular training and workshops for all students, invigilators, lecturers, and administrators on best

practices in examination management and awareness of the various forms of malpractice.

1. Quality Assurance committee should make sure that Lectures take their lectures seriously to ensure scheme coverage.
2. The Examination and ethic committee should be empowered and supported to be efficient in examination monitoring and supervision.
3. The university should endeavor to install electronic signal detectors and telex-electric monitoring system within the examination halls which allow supervisors to watch examination halls with ease.
4. There should be full implementation of the examination malpractice decree of the Federal Government of Nigeria.
5. All violators and offenders should be brought before the panel and if convicted the law should apply.
6. If all these measures are adequately implemented in the university, examination malpractices and irregularities will reduce to the barest minimum.

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