

**EXAMINATION MALPRACTICES AND STRATEGIES TO CURB THE MENACE: A STUDY OF
IBRAHIM BADAMASI BABANGIDA UNIVERSITY, LAPAI**

BY

Abu Idris: Department of Public Administration, IBB University, Lapai; E-mail: abuidris769@gmail.com

Timothy Nmadu: Department of Public Administration, IBB University, Lapai

&

Abbas Yakubu Paiko: Department of Counseling Psychology, IBB University, Lapai

Abstract

Examination is an essential aspect of the education process across the globe. It is acknowledged as a foremost avenue of appraising learner's understanding of knowledge acquired. Examinations are flawed by diverse forms of malpractices. This has rendered the examination system ineffective as it is no longer a true test of knowledge. This paper assesses examination malpractice in IBB University, Lapai and strategies to curb the menace. The paper adopts qualitative method using secondary data and interview. This cross-sectional paper purposively selected twenty five (25) informants within the university. This includes 15 students, 6 examination stakeholders and 4 Professors. The study reveals that examination malpractice in IBB University, Lapai is fluctuating and taking different dimensions. It further found out that indolence, ill-preparedness for the examinations, inadequate counseling, truancy and nonchalant attitude of students coupled with poor lecturing methodology cum high handedness of some lecturers' influences examination malpractices in IBB University, Lapai. In order to curb the menace, the paper recommends for the sensitization of both students and lecturers on the evils of examination malpractice to the students, the university and the society. The study recommended that close Circuit Television (CCTV) cameras should be installed inside the examination halls to dissuade students from engaging in examination malpractice.

Keywords: Examination, Malpractice, Curb, E-cheating and E-invigilation

Introduction

Examination is as old as humankind. It is a process by which relevant data are collected and transformed into information for decision making. In other words, an examination is a pre-condition to determining a learner's level of skill acquisition or intellectual competence and understanding after training. In order to determine the effectiveness of the training the educational system makes provision for periodic evaluation of its products in the name of examination to know their potentials, competence and readiness for the labor market. In addition, such evaluation will also be useful in making decision, selection, classification, certification, promotion, admission, among others. Scholars argue that examination is not the best mechanism for true test of knowledge (Asante-Kyei, & Nduro, 2014). For instance, the Kaduna State governor, Mallam El Rufai recently sacked over 20,000 teachers who failed the state's competency test. Does it mean they are not educated? Policy analysts and professionals writers dodge assessments under the view that examination is not a true test of knowledge; and incompetent primary school teachers in Kaduna State, Nigeria have leveraged on the controversial topic to defend their incompetence (Peter, 2020). Yet, some scholars acknowledged that there are no better ways to test students understanding of knowledge than examination as it is at the front line, establishing itself as the most effective and realistic way of assessment for now. Buttressing this argument, Olatunbosun and Omogerie (2010), contend that examination remains the most excellent means for objective assessment of students. Considering the importance attached to the examination, students or learners alike across the globe have adopted all sorts of schemes (examination malpractice) to scale this assessment process.

Statement of the Problem

The prevalence of examination malpractice in tertiary institutions has seriously affected the objective evaluation of student's understanding and appliance of courses learned by the students. Therefore, the genuine understanding and level of knowledge of the student cannot be objectively assessed. Examination malpractice has negative implications to an individual and institution. To the individual, examination misconduct tarnishes the integrity of the individual, making him/her worthless of trust and which may lead to his/her suspension or expulsion from the institution. In the same vein, examination malpractice prevents the withdrawn student from ever making a reasonable stance in the academic arena or from taking any position that requires academic commendation. At the institutional level, examination malpractice affects the reputation of the educational institution and its credibility when students are issued certificates, they cannot perform practically on the job to justify their certificates (Dusu, Gotan, Mohammed,

Gambo, 2016). Statistics shows that examination malpractice is proliferating. Indicating the level of escalation of malpractice in Nigeria, JAMB confiscated one thousand nine hundred and forty eight (1, 948) mobile phones in 2007 with evidence of prepared answers sent through SMS. The figure increased to three thousand and thirty-nine (3,039) in 2008 (IT Realms online, 2009). The West African Examination Council (WAEC) has over the years worked continuously towards making their examination results mirror the performance of its candidates by instituting some mechanisms to curtail the incidence of examination malpractices and to make the act unattractive. However these mechanisms have not been as effective as had been envisaged. WAEC sanctioned 525 candidates in 2009 for their involvement in various kinds of examination malpractice; more than doubled candidates in 2010 (i.e 1,083). The figure increased to 1,127 in 2011 among others (Folson & Awuah, 2014). In 2016, authorities of the University of Lagos expelled 125 students and rusticated 198 others for various offences, including examination malpractices during last academic session. In 2019, The Senate of the University of Abuja, FCT, expelled no fewer than 100 students and suspended 11 others for their involvement in examination misconduct (undergraduate and post graduates). Similarly, the Bayero University, Kano (BUK) in 2019 expelled 63 students and rusticated 13 others for one year for their involvement in various forms of examination misconduct (Premium Time, 2019).

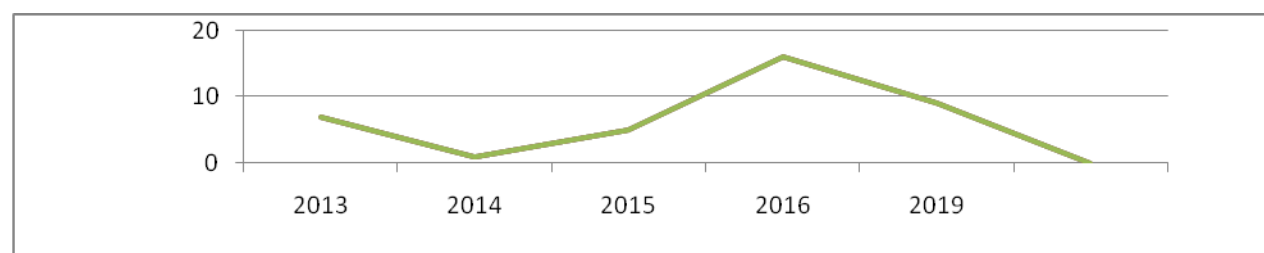
Records show that over the years Ibrahim Badamasi Babangida University, Lapai has expelled students as shown in the graph below.

Table 1: Students expelled from IBB University, Lapai

S/N	YEAR	Number of student(s) expelled
1	2013	07
2	2104	01
3	2015	05
4	2016	16
5	2019	09

Source: Office of Academic Secretary, 2021

The above table is graphically represented below.



Source: Office of Academic Secretary, 2021

Fig: 1 Expelled students from IBB University, Lapai

The above table and graph shows the number of students expelled from IBB University, Lapai from 2013 to 2019. In addition to the above, some students were rusticated for a year academic year while some served with warning letters. In spite of all these instances and resulting penalties, the cases of examination malpractices are on the increase in the university. Albeit, there are several studies on examination malpractice such as Students' Perception of Factors and Solution to Examination Malpractices in Nigerian Universities (Oduwaiye, 2014), Trends in Examination Malpractice in Nigerian Educational System (Olanipekun, 2013), Consequences of Examination Malpractice (Onyechere, 2004); Examination Malpractice: Challenges to Human Resource Development in Nigeria (Ojonemi, Enejoh, Enejoh, & Olatunmibi, 2013); Examination Malpractice and Act 33 of 1999 (Onuka, & Amoo, (1999); Checking Examination Malpractice in Nigerian Schools (Oredein, 2006) among several others. However, considering the alarming rate of the incidence coupled with paucity of study on the subject matter in the tertiary

institutions in Niger State and particularly IBB University. This study intend to assess Examination Malpractice establishes in IBB University, Lapai. Specifically, this study intends to:

- i. Explore new forms of examination malpractice in IBB University, Lapai.
- ii. Explore new strategies to curb examination malpractice in IBB University.

Conceptual Discourse

Examination Malpractice

The word malpractice is synonymous to misconduct, unprofessional conduct, mismanagement or negligence. It is an illegal practice which is performed to one's benefit. An examination malpractice refers to unlawful actions performed before, during and after examination in favor of or at the disadvantage of the candidates and unfavorable to the general conduct of the examination. Examination malpractice is a global social problem that has been difficult to combat (Omemu, 2015). It is a problem which has eaten deep into all institutions of learning from primary to tertiary institutions (Romina, 2013). Examination misconduct has created a serious nuisance for the concerned educational stakeholders in the society. The government, corporate examination bodies, right thinking parents, law abiding students and concerned citizens are alarmingly worried with the problem as a result of its inherent evils (Ojo & Olumuyiwa, 2011).

Incidence of Examination Malpractice

Examination misconduct is a global phenomenon which has been highly witnessed across the levels of education, primary, secondary and tertiary institutions. In Nigeria, examination malpractice is not new as it dates back to the colonial period. According to Kpangban (2008), the first examination malpractice in Nigeria was reported in 1914, when there was leakage of question paper in the Senior Cambridge examination. Also, a Nigerian had his paper on History cancelled for coming to the examination hall with alien paper that was related to the examination in question (Ajaja, 2010). In the same vein, in 1963, WAEC identified leakages in the First School Leaving Certificate and General Certificate of Education Examinations (GCE). This situation took an unprecedented increase in 1967, 1970, 1973, 1977, 1974, 1981, 1985, 1991, 1994, 1995, 1997, 1998, 2000, 2002, 2003 (Ajaja, 2010). According to Salami (1994) between 1983 and 1993 WAEC recorded a total of 53,720 cases of illegal importation of prohibited items into the hall and the highest of 17206 of these in 1991. Gwarjiko (1999) argue that malpractice is much more common in the November/December SSCE. This is a situation where examinations are registered and sat for on behalf of other candidates. In 2006, the Federal Ministry of education blacklisted and derecognizes three hundred and twenty four (324) secondary schools across the nation as a result of their involvement in examination malpractice.

The negative effect of examination misconduct on the society and the nation at large cannot be overstressed. Aminu (2006) acknowledged the West African Examinations Council (WAEC) cancelled the results of 814, 699 candidates in its May/June Examinations alone. In the same vein, Jimoh (2009) opined that examination malpractices render the goals of education invalid. By implication, the achievement of educational goals will continue to be a false impression if the epidemic of examination misconduct is not wiped down from the system and consequently, the country will continue to produce graduates who lack the knowledge, skill and technical know-how to explore and develop all the resources of the nation. The author further observed that students involved in such menace lack the acceptable ethics and attitude needed for the continued existence of his society, nation and the world at large.

It is pertinent to point out that examination malpractice has become a national phenomenon to the level that falsifying certificates to gain admission or employment is a common habit among desperate Nigerians even among the political class. Several members of the legislative and executive arms of government recently have been accused of certificate forgery in Nigeria and some have fallen from grace to grass as a result of examination malpractices. The case of a former Speaker of the House of Representative in Nigeria who fallaciously claimed to have acquired a degree certificate from University of Toronto but to the utter mystification of all and sundry, was only a secondary school certificate holder is still memorable in the minds of many Nigerians.

Factors Responsible for Examination Malpractice

Examination Malpractices have taken multidimensional shape and a serious concern in the educational sector. According to Oneychere (2004), the prevalence of examination malpractice is frequent and every examination season witnesses the new ways of cheating. In the recent past, the incidence of examination malpractice was not restricted to final examinations conducted by public examination institutions alone but also occurs in school

assessment, and this is carried over to external examinations particularly the ones conducted for certificates or for admission purposes.

Literatures are abound on the factors responsible for examination malpractice across the globe and particularly in Nigeria. According to Gwarjiko (1999), inadequate or lack of preparation, conduct and management of the examination, socio-economic challenges, certificate syndrome, nonchalant attitude of the school heads, poor counseling among others are major causes of examination malpractice in Nigeria. Corroborating the above, Omotosho (2012); Adekale (2005); Ijaiya (2008) attributed examination malpractice to poor school facilities, poor sitting arrangement, and political undertone, proliferation of private schools, poor invigilation procedure, and supervisory role of school administrators. Worse still, parents, teachers; school heads, examination officials conspire with students to perpetrate this misconduct (Ijaiya, 2004; Saxe, 2012).

Jessica (2007) attributed examination malpractice to poor timing of lesson, the inability of students to cope with school work, high student-teacher ratio, congested sitting arrangements, and above all too much emphasis on paper qualification, greed, cum materialism. Wali (2007) identified fear of failure in examination, the desire to get rich quick, insufficient motivation of teachers, lack of teaching facilities, the need to improve the status of the school, an overcrowded sitting arrangement in the examination hall, and the need to meet parents' expectation. Others include students' lack of self-confidence, peer/group influence, among others.

Forms of Examination Malpractice

Today, the society is concerned about the poor quality of education in Nigeria. The image of Nigerian education has been significantly tarnished as a result of examination malpractice which characterizes the nation's institutions of learning. Maduabum (2009) observed that examination malpractices are evident in every state of the federation in Nigeria and in all the school systems. There are a number of practices which are considered illegal and therefore referred to as malpractices in the conduct of examination. Uzoagulu (2008) affirmed that giraffing, copying, and taking handwritten materials and textbooks into the examination hall rank first among other types of examination malpractices. Onyechere (2006) observed that perpetrators of examination malpractice employ different methods camouflaged with various code names. A number of activities which are prohibited in the conduct of our schools pen-paper examinations, include stealing, misappropriating of other candidates' scripts, and any other unruly behavior capable of causing disturbance or confusion in the hall. These are all considered as examination malpractices known as irregular activities.

Collaborating the above, Owuamanam, (2005), Anan, (2005), Miranda and Freire, (2011) identified impersonation, exchange of answer scripts, using cheat sheets or pink sheets, fabrication of results, plagiarizing, misrepresentation of identity, tampering with works of others, and unethical use of academic resources as forms of examination malpractice. In the same vein, disorderliness, conspiracy and aiding forgery of result slip, micro-chips, smuggling answer scripts into examinations venues and many others are perceived as new forms of examination malpractice (Akpan, 2011; Olanipekun, 2003; Onyechere, 2008). Wali (2007) identifies leakage of examination papers in advance of actual date of the examination, smuggling of unauthorized materials into the examination hall form as malpractices. Others include copying from fellow students or candidates, exchanging information and materials relevant to an ongoing examination, the use of handsets/mobile phones to relate materials relevant to the examination, collusion and swapping of answer scripts, changing of examination grades in return for material gains and changing of examination grades because of relationship.

According to Omonijo (2011) Information Communication Technology (ICT) has contributed to in high rate of examination misconduct, tagged "e-cheating". "E-cheating" is a situation where students engage ICT devices to coddle in examination misconduct. The menace has provided a smart way for infamous students to beat the curtailing examination fraud. Cheating with mobile devices has become one of the major negative fallouts of the use of technology in education. The penalties stipulated in Act 33 of 1999 ranging from cancellation of result to 21 years jail term have failed to achieve any significant shift from the cheating culture (Olanipekun, 2011). Analysts argue that 21 years jail term is more of theory than practice. According to Berliner (2009), examination ethics project is currently leading a war against examination malpractice. However, the continuous engagement of students in examination malpractices across institutions of learning gives indication that such efforts have proved ineffective.

Theoretical Framework

This study adopts cognitive motivation theory to examine examination malpractice and strategies to curb the menace in IBB University, Lapai. Cognitive motivation theory was developed by Albert Bandura in (1966). The theory presupposes that individuals rely on information presently accessible as well as past experiences to determine their course of action toward the undertaking of a task. In other words, individuals are believed to make decisions regarding how they will act in any particular situation based on the perceived outcomes of their actions. In academic cycle, cognitive motivation theory suggests that students draw from past and current experiences, including those related to receiving performance feedback (e.g., exam grades), to make informed decisions on how to proceed toward future academic goals. Subsequent academic goals, whether new or reviewed, come out of this planning and evaluation process. Students, then, guide their actions toward these goals anticipatorily based on the outcomes they expect to arise from given courses of actions, such as spending a specific time studying for tests or in using related learning strategies. Under this cognitive motivation framework, anticipated future outcomes influence current motivation and regulation of behaviors (Bandura, 1988). By implication, the cognitive theory of motivation suggested that people expectations and experiences guide their behavior, usually, in ways that would bring about desirable outcome. The theory further postulate that individual experience normally leads to a positive behavior towards performing a task related to that experience. This theory is relevant to this study because, the society has attached importance to certificate; hence, students make decisions regarding how they will act in any particular situation (positive or negative) to acquire the certificate so that they will be reckon with or recognized in the society.

Methodology

This paper adopts qualitative method using secondary sources like articles from reputable journals to explore the prevalence of examination malpractice in IBB University, Lapai and strategies to curtail the menace. The study is cross-sectional in nature, and it purposively selected twenty five (25) informants. There are several debates concerning what sample size is the right size for qualitative research. Most scholars argue that the concept of saturation is the most important factor to think about when considering the sample size decisions in qualitative research (Mason, 2010). This is the point at which the data collection process no longer offers any new or relevant data. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. Other guidelines have also been recommended. For ethnography, Morse (1994) suggested approximately 30 – 50 participants. For grounded theory, Morse (1994) suggested 30 – 50 interviews, while Creswell (1998) suggested only 20 – 30. For phenomenological studies, Creswell (1998) recommends 5 – 25 and Morse (1994) suggests at least six. These recommendations can help a researcher estimate how many participants they will need, but ultimately, the required number of participants should depend on when saturation is reached. The study analyses the opinions of fifteen (15) students (including few expelled students), Six (6) examination stakeholders (Examination officers, members of examination committee, lecturers) and four (4) university Professors. Pseudonyms were used throughout this study, with actual names of informants preserved based on the burden of pledge made to strictly maintain high degree of confidentiality of the interviewees and also respect their anonymity. The interviewees (students) sampled have studied for at least three years in IBB university and are aware about examination malpractices and its implications.

Discussion of Findings

As earlier discussed in the methodology, this study adopts interview method to explore new forms of examination malpractice in IBB University and strategies to curb the nuisance. In a different interview with students (incumbent and expelled) they identified different form of examination malpractice.

Expo: It is a common one derived from exposed question. It is used to describe a situation of exposing the examination questions papers to the candidates before they actually sit for the examinations.

Body Aids: Involve jotting of points /answers on the underwear's, or thighs for referencing during examination.

Mercenary Service: Involve employing the service of another student/person to write the examination. A good example is during the Computer Base Test Examinations.

Table Top: This refers to writing of predictable answers on the top of a desk before the commencement of examination.

Time Out: Is the act of going out to the toilet to read up answers.

Lateral Connection: This has to with a sitting deal where the brilliant student is seated in the centre flanked on both sides by other students.

Contract: This reflects a situation when a student's grade is influenced with the assistance of a friendly Teacher.

Tattoo: This is when student writes relevant information on the tender parts of their body e.g. thigh or in a shoe where he/she can easily adjust to reveal the material.

Computo: This involves the use of calculators, which has facilities for multiple entries. The Invigilator may not know that it has such facilities; she/he may think it is an ordinary calculator.

Missile Catch: This is also common which represent answer written on a piece of paper, squeezed and thrown to a student while the examination is going on.

Swapping: It is an exchange of paper booklets so that the bright student can write answers out for his/her friend.

Token: Involve jotting of points on the mathematical set, razor blades, rulers, handkerchief for referencing during examinations.

Direct Access: Is an act whereby an Examiner assists students during examination.

E-Cheating: It is the habit of students engaging Information Communication Technology devices to indulge in examination malpractices. For instance the introduction of the Global System for Mobile Communication (GSM) in Nigeria has revolutionized examination malpractices in all tiers of our school system.

About five (5) students reveal that:

Students use mobile-phones to store lecture-materials, e-books, tutorials notes, internet... for exceedingly different intentions during the examination.

According to some lecturers, the most striking of all the examination malpractice today, is the *use of nose/face mask to cheat* during the examination. This is one of the most novel examination malpractices in IBB University, Lapai (Lecturers). Students use the mask to constitute problems to the peaceful conduct of the examination. Such as making noise, murmuring or whispering an examination idea to their colleagues without been noticed.

During the interview, some informants (interviewees) identified causal factors that prompt examination malpractice among the IBB university students includes *indolence on the parts of the students, peer group*, inadequate preparation for examination, and low morality among others (Lecturer). In a contrary view, another informant opined that the blame of examination malpractices should not be shifted to the students alone but severe pressure and stressful *conditions forced on them by the public, their parents/guardians and their respective institutions are major reasons for examination misconduct*. By implication, the society places a very high premium on the acquisition of certificates against the acquisition of skills. This consequently compels some students to obtain information that would aid them to pass their examinations with ease. On the contrary, some students interviewed attributed examination malpractice to *nature of lecture examination question (applied question)* by some lecturers. In others words, and overbearing or bossy/arrogant nature of some lecturers discourage student's learning and therefore influences students' involvement in exam malpractices.

In addition student reveals that:

(1) Poor attendance of lecturers in class encourages students to cheat in exams, (2) use of poor lecture techniques /methods facilitates exam malpractice, (3) Sexual harassment from lecturers (4) Extortion of students by lecturers promotes exam malpractice (5) and high handedness of some lecturers influences students' involvement in exam malpractices so that they should not fall a victim of withdrawal from the institution. (Students)

Buttressing the above, a lecturer argues that examination malpractice is characterized by:

...inadequate counseling, truancy and nonchalant attitude ...other associated causes include ill- preparedness for examinations. While some candidates deliberately get indulged in the malpractices, others see themselves in it through ignorance, negligence or forgetfulness in applying regulations among other. (Lecturer)

In addition, the lecturer further asserted:

... another factor responsible for examination malpractice is students' personal problem emanating from the desire to pass at all cost; and the basic cause lays in their lack of confidence and fear of failure or getting low marks, as well

as being ill-prepared for the examination. Nowadays, the spirit of determined attention to study by students to pass their examinations without engaging in any form of malpractices is insignificant. They assumed that nobody can actually pass his/her examination without some external support. (Lecturer)

Interview conducted identifies *some noticeable signs of examination malpractice* in IBB University, Lapai. According to one of the university don, examination malpractice will be noticed when:

Student is trying to pre-determine where to sit during examination. In addition, students become very vigilant and kind to those she/he feels can render some assistance during the examination. Another noticeable sign is that the student will be restless. Again, during and after the examination, such a student will be trying to entice the invigilator, examiner or anybody related to them.

Adverse Effects of Examination Malpractice

Generally speaking, examination malpractice has unpleasant effects on all aspects of society, the individual, the home, the school, the government, the private organization and the international community (Obasi, 2009). The consequences of examination malpractice to the general society include generation of false information, wrong orientation, poor academic performance, increased level of anti-social behavior, graduation of doctors who will forget scissors and towel in the stomach after operation, and indiscriminate sales of fake drugs by pharmacists and massive fraud in commercial banks etcetera. To an individual, Anzene (2014) has identified consequences of examination malpractice as, dismissal, termination, loss of position and self-confidence, irreversible loss of credibility.

In addition, examination malpractice has produced fake engineers, businessmen and women and teachers who are at the various tiers of government. Even most lecturers in the higher institutions in the country earned their degrees through examination malpractice and as a result, have increased the rate of sorting, sexual harassment and other vices in our school system. Examination malpractice has resulted in a high level of corrupt practices in the society. The judicial legislative and executive arms are all occupied by persons who acquired their qualifications through examination malpractice. Other institutions and strata of the society have been impacted negatively by this "monster" called examination malpractice.

Oredein (2006) further stated that, the effect of examination misconduct include inability of students not being able to defend the certificate ((failure in job performance) obtained through examination malpractice, perpetual condemnation of the students' conscience, possibility of unfulfilled dreams and vision, if the students are rusticated from school or terminated at the working place. Also, the culprit may be initiated into a system of dishonesty and corrupt practices by which they become hardened, students to lose the ability to study or work hard in their studies. Above all, Onwe, Opa and Ugadu (2013) submitted that examination malpractice leads to low quality education.

The tragedy of examination malpractice is not just the destruction it wrecks in our educational system but the gradual introduction of youths into the practice of fraud. Owing to malpractices in universities, examination results tend to give a false picture of the state of affairs; hence, majority of school graduates cannot defend the grades obtained in examinations (Ada, 2004, Alhassan, 1991). A crisis situation is bound to develop in the educational sector, if the trend is not prevented.

Curbing Examination Malpractice in IBB University

The ugly havoc caused by examination malpractice to the individual, government and the global society call for urgent intervention. During the field interview, some lecturers expressed great concern over the quality of supervision and invigilation of examination in IBB University. They observed that the quality and entire processes of invigilation goes a long way to curb or exacerbate cases of examination malpractice. In other words, successful conduct of an examination is a function of an effective invigilation. What happen when invigilators are loose in examination hall is better imagined than experienced. Malpractices will be set loose and indiscipline will have its sway. Things will indeed fall apart and the centre will no longer hold.

According to one of the university dons, the invigilators are not interested in the job as most of them do not show-up in the halls to execute their legitimate assignment during the examinations. Alternatively some invigilator fails to exercise their authority as expected on the examinees, while some sleep in the hall, some dose-off or sitting at a corner reading newspaper or doing private meditation among others. In addition, the interviewee opines that, the authority should *provide a conducive examination hall/room* to curb examination malpractice. In other words, examination hall should be well arranged to ensure tidiness, easy passage and attractiveness. The hall should be equipped with sufficient furniture, because if the furniture is not adequate it can cause state of confusion as students will take advantage of such to complain while examination is in progress and thereby start to cheat. Poor arrangement of furniture makes it difficult for the invigilators to invigilate the students vis-a-vis curb malpractice through eye contact.

Similarly, a student observed that some students are very smart and cunning; they take the issue of cheating more serious than reading. For instance, normal interaction situation e.g borrowing a writing material from colleague student can be turned to opportunity for cheating. Therefore, invigilator should be psychologically and physically prepared to identify and resist any cunning move of students to cheat. They should be very observant and watchful being sensitive to act to cheat in the hall.

Conclusion

This paper examines examination malpractice in IBB University and strategies to curb the menace. The paper established that the incidence of *examination malpractice in IBB University, Lapai is fluctuating seasonally and taking diverse forms and dimensions*. It further reveal that indolence on the parts of the students, ill- preparedness for the examinations, low morality, inadequate counseling, truancy and nonchalant attitude, negligence in applying examination regulations, students' personal problem emanating from the desire to pass at all cost; lack of confidence and fear of failure or getting low marks, as well as weak spirit to study by students to pass their examinations without engaging in any form of malpractices, poor lecture techniques/methods and high handedness of some lecturers influences students' involvement in exam malpractices in IBB University, Lapai.

Recommendations

In order to minimize examination malpractice, the paper recommends for the:

1. Sensitization of the students to expose the evils of examination malpractice and deemphasize too much importance on paper qualification/certificate. Since students are engaging in e-cheating and misusing mask for examination malpractice, management should endeavor to develop a robust e-invigilation technology with transparent multimodal biometrics, and novel security features that will track student's faces, eyes, head movements, speech recognition, installation of Short Message Service (SMS) tracking devices at all examination centers that can access network.
2. Close Circuit Television (CCTV) cameras should be installed inside the examination halls to dissuade students from engaging in examination malpractice. Lecturer should be more committed to effective supervision, monitoring, effective training of the mind and character for the acquisition of theoretical and practical skills to curb examination malpractice in IBB University.

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