

***PERCEIVED IMPACTS OF EXAMINATION MISCONDUCT ON ACADEMIC ACHIEVEMENT
OF BIOLOGY STUDENTS' IN AJAOKUTA LOCAL GOVERNMENT
AREA OF KOGI STATE***

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Abstract

This study investigated perceived impacts of Examination Misconduct on Academic Achievement of Biology Students' in Ajaokuta Local Government Area of Kogi State. Three research questions directed the investigation. Descriptive survey research design was used to carry out this study. The population for the study comprised 3756 SS 11 biology students from the twenty one senior secondary schools in Ajaokuta Local Government Area of Kogi State within 2022/2023 academic session. Simple random sampling techniques were used to select twelve senior secondary schools offering Biology. Consequently, a sample of 306 SS 11 Biology students was used for the study. Structured questionnaire named Perceived Impacts of examination misconduct on academic Achievement of Biology students. (PIEMOAABS) was the instrument used. Reliability was carried out using Cronbach alpha. Reliability Coefficient of 0.86 was obtained. The data collected was analysed using mean and standard deviation to answer the research questions. Results revealed that the causes of examination misconduct among biology students include lack of seriousness among the students and teachers, overloaded biology syllabus, fear of examination failure among others. The impacts among others are rendering the goal of education invalid, production of half-baked graduates and irreversible loss of credibility. It was suggested, among other things, that our children be properly raised with strong moral principles, that parents should stop encouraging their kids to cheat on exams, Once more, only trustworthy individuals should be involved in exam management.

Key Words: Examination Misconduct, Impact, Achievement and Biology

Introduction

Education is considered the bedrock of development, playing a vital and essential part in any country's growth and development. It is often regarded as a tool for driving national progress and as an instrument for advancing a nation's development (Riche & Roland, 2023). In the pre-colonial era, education was characterized as informal, with learning methods centered on imitation, storytelling, and memorization, typically leaning towards apprenticeship. The advent of colonialism introduced formal education, specifically Western education, with the colonial government prioritizing education as a significant project to provide locals with Western knowledge, primarily focusing on reading and writing for effective communication. Education originates from the Latin term 'Educare which means to train, to install, or to instruct. While supporting the view, Alshuaibi (2014), defined education as the method of increasing one's knowledge and information that is capable of leading one to positive future. Education

is viewed as the cornerstone of any meaningful development, whether social, economic, technological, or political (Afolabi & Loto, 2012). This emphasizes how crucial education is in Nigeria requiring well-rounded citizens. Indeed, not all people view education as an instrument for accelerating national development but also as the foundation for integrating individuals into sound and effective citizens (Federal Republic of Nigeria, 2014). Globally, education is universally accepted as a process that facilitates the development of individual physically, intellectually, morally, politically, socially, and technologically, equipping them to function effectively in any environment they encounter.

Education is the bedrock of development and success. The yearning of all parents is to see their children attend school, graduate, and succeed in various professional fields. This desire explains why parents consistently strive to enroll their children in good schools and ensure they provide the necessary resources for them to stay in school and complete their education. This is because education has proven to be a powerful tool and a ladder for elevation. According to Udim, Abubakar & Essience (2015), Education is viewed as a way for everyone to overcome obstacles, achieve greater equality, and acquire wealth and status. In general, education may take place at any time, in any location, in any form. There are three types of education, formal, non-formal, and informal education. This research is concerned with formal education which is education within the educational system that is arranged chronologically and has a hierarchical structure (Nnam & Inah (2015). Education fosters individual growth across cognitive, affective, and psychomotor domains, aiming to cultivate capable and self-reliant individuals (Obialor & Ikpa, 2020). Its core objective lies in nurturing literacy and self-sufficiency, commencing from the ability to self-learn and culminating in unaided performance in examinations. This therefore means that education is an important instrument of modernization and cultural transmission. It implies that society can promote its members through education which is seen as an investment by the society to live and make a better living; this is why an investment in human education, training and research represents the most valuable capital asset of any society. Education has a significant impact on society's science and technology decisions, resulting in more employment and improved skill.

The scientific study of life is called biology. Although it is a large-scope natural science, it is united by a number of themes that make it a cohesive field. For example, every living thing is composed of cells that process genetic information that is encoded in genes and can be passed down to subsequent generations. The study of biology includes an examination of the composition, development, evolution, and dispersal of living things. Biology is an important discipline in the field of science. According to Enebechi, (2021), biology is a vast field of study with many different branches and sub-disciplines like microbiology (the study of microorganisms such as bacteria and viruses), genetics (the study of heredity and the variation of inherited characteristics), ecology (the interactions between organisms and their environment), and physiology which focuses on functions of living things). It also takes into account the physical attributes and behavior of organisms living today and in the past, how they came to be, and how they interact with one another and their environments (Emaikwu, 2012). The study of the human brain in great detail, the makeup of our genes, and even the operation of our reproductive system are all topics covered by biological science. (Orji, Madu and Nwachukwu (2020). The advancement of contemporary science has increased the need for biology education and learning in schools and institutions and the

knowledge gained is tested through examination which is acknowledged as the most effective way to assess students in the educational system. Exams continue to be the most effective method for objectively assessing and evaluating what students have accomplished during their time in school.

Diverse writers, educators, and researchers have held varying perspectives regarding examination. According to Nnam & Inah (2015), examination is a yardstick against which students or candidate's competence and progress are formally measured and appraised in the education sector. Exams are a tool for assessing how much knowledge a student has learned in a given amount of time. Determining a learner's degree of skill acquisition or intellectual competency and understanding following a specific training is another goal of it (Emaikwu, 2012). Examinations serve as a platform for selection, promotion, and certification, assessing the knowledge, skills, and behaviors learned during the educational process. Teaching and learning become more effective when the students are subjected to an examination process to determine the extent to which the students have assimilated the content of the instruction given and the teacher can also assess himself from the performance of the students. Examination usually enables the teacher to be effectively ready for further teaching as this form of evaluation is often regarded as feedback but when the examination is not done correctly, the anticipated feedback might not be received, which would affect the evaluation's outcome leading to wrong decision and judgments which affects the teacher, the learner and the entire education system as well as the society. Therefore, any action that compromises the integrity of the examination jeopardizes the validity and dependability of the certification and examination results. However, despite its usefulness in evaluating both students and educators, examinations are marred by numerous irregularities caused by students, teachers, school authorities, and invigilators (Wilayat, 2012). Unfortunately, this all important means of assessing students has become ineffective as all forms of misconduct have been introduced into the system. If efforts are not geared towards managing the examinations in schools, the implication is that malpractices will increase and certificates issued at all levels may become useless, not recognized locally and internationally.

From the researcher's point of view, misconduct is seen as a behavior that is considered unacceptable. Exam misconduct, then, is defined as any intentional, unacceptable act that goes against the examination's rules and is intended to give a candidate an unfair advantage. Examination misconduct, defined by Nwana (2021), involves the abuse of rules governing internal and external examinations, starting from question setting to score assignment, thereby compromising the authenticity and validity of certificates. This misconduct distorts feedback and leads to misleading judgments, impacting learners, educators, and the entire teaching process (Akaranga & Ongong, 2013). According to Ahmed (2018), any act of misconduct or negligence that deviates from the standards of accepted practice prior to, during, or following an examination for any reason qualifies as examination misconduct. It was observed that examination misconduct existed in the preindependence era as far back as 1910. It has been noted that the first recorded incident of examination in Nigeria was the leakage of the Cambridge school certificate examination in 1914. Ahmed confirms that further irregularities in public examination reoccurred in 1970, 1973, 1974, 1977, 1981 and 1991 and were said to have called the attention of the Federal

Government decree so it was eventually promulgated in 1984 to punish examiners found guilty, yet, malpractice of all kind have continued to surface to the extent that students no longer see it as a serious offence.

One of the biggest issues facing the Nigerian educational system in the twenty-first century is examination misconduct. Professor Ishaq Oloyede, the Jamb registrar in 2020 stated that JAMB recorded about 1,945,983 candidates and 195 of them have prima facie cases of exam misconduct established against them. According to statistics, in 2018, out of 1,572,396 students that sat for WAEC, 102,058 results were withheld over examination malpractice, while in 2019, out of 1,598,173 candidates, 180,205 results were withheld and 215,148 results out of 1,538,445 candidates that sat for 2020 examination was also withheld (Punch newspaper, 25th March 2020).

The significance of exams in the state's educational system and the instances of exam-related misconduct has been found (Cromwell, 2013; Adeyegbe, 2012). These misconducts vary from impersonation or misrepresentation of identify, leakage of questions, cheating, stealing from or tampering with the work of others, bringing prepared answers to test rooms, using academic resources unethically, fabricating results, and displaying disdain for academic policies such as having security staff oversee exams, among other offenses. Parents help their children engage in this illegal activity, so they are not excluded from the business. (Gross, 2013; Owuamanam, 2015). These vices have been regarded as academic misbehavior capable of truncating an educational system (Glasner, 2012; Ogunwuyi, 2015). Nwadiani, (2015) opined that the process of examinations in Nigeria senior secondary the schools of today are a "contemporary shame."

Meanwhile, Paul (2015) agreed to the reality that today's students aren't as committed to their studies and hardworking as they once were. Their desire for wealth and success is evident in their lack of focus on proper methods and resources that can be used to their advantage. Exam misconduct is also a result of their determination to pass at all costs. These behaviors exhibited by students may pose a serious risk for both individuals involved and the society at large. It may also lead to a range of negative impact to the culprit's family and community which can have a long-term effect that can affect future generations. Exam bodies have accused parents, supervisors, and invigilators of being complicit in the problem and impeding their efforts to find a solution. Studies (Njoku and Njoku 2016) have seen examination misconduct posing great dangers to the parties concerned, the educational system, and the general public. Among the risks mentioned are the following: being unable to defend one's certificate; performing poorly on the job; having one's conscience constantly condemned; having unfulfilled visions and dreams; being rusticated from school or fired from one's job; the consequences for parents and other family members of the offenders; and many more. A lot of solution has also been suggested, still, examination misconduct continues to be a widespread problem.

Statement of the Problem

Much value is placed on certification instead of knowledge, skills and competence. This tends to result in the increase of examination misconduct day after day in the rush to obtain credentials for jobs they already have or high scores to guarantee development. The level at which examination misconduct is

escalating in our society is not just appalling but destructive too. It has grown to have assumed the feature of an organized business venture. There is no doubt that the level of moral decadences in our society has increased in recent times, issues of bribery and corruption, forgery, falsification, get rich quick syndrome have continued to reflect in our school system. This evil cankerworm will keep producing educators who are incapable to write employment application letters. This may lead to lack of credibility in our educational certificates, both domestically and internationally, a loss in the Nigerian education system, and may even make it difficult for Nigeria students to get admission to worldwide establishments. As a result of continued practice of examination misconduct despite the effort of a lot of researchers in different locations, this study sheds more light on consequences of examination misconduct on the academic achievement of Biology education Students' in Ajaokuta Local Government Area of Kogi State

Purpose of the study

The main purpose of the study was to find out the impact of examination misconduct on the academic achievement of Biology education Students' in Ajaokuta Local Government Area of Kogi State. Specifically, this study seeks to:

1. Determine the reasons behind examination misconduct among biology education Students' in Ajaokuta Local Government Area of Kogi State
2. Identify the impact of examination misconduct on biology education on the academic success of the students in Ajaokuta Local Government Area of Kogi State
3. Examine possible solutions in curbing examination misconduct among biology education students' in Ajaokuta Local Government Area of Kogi State.

Research questions

The study was guided by the following research questions:

1. What are the causes of examination misconduct among biology education students' in Ajaokuta Local Government Area of Kogi State
2. What are the perceived impacts of examination misconduct on biology education students' academic achievement in Ajaokuta Local Government Area of Kogi State
3. What are the possible solutions in curbing examination misconduct among biology education students' in Ajaokuta Local Government Area of Kogi State.

Methods

This study examined the perceived impacts of exam misconduct on biology students' academic achievement in Kogi State local government area of Ajaokuta. Descriptive survey research design was used to carry out this study. The Survey research, according to Nworgu (2016), is a method of studying a group of people or items by gathering and examining data from a small number of people or items that

are thought to be representative of the entire group. Three research questions directed the investigation. The population for the study comprises 3756 SS 11 biology students from the twenty one senior secondary schools in Ajaokuta Local Government Area of Kogi State within 2022/2023 academic session. Firstly simple random sampling technique (balloting without replacement) was used to select six schools from the 21 schools in the Local Government Area. Secondly, purposive random sampling technique was used to select only students offering biology in SS2 (from the six schools).

At the end, 306 SS 11 Biology students were drawn which constitute the sample size. The researcher created a structured questionnaire named perceived impacts of exam misconduct on academic achievement of Biology students' (PIEMOAABS) which was used as the data collection tool. The (PIEMOAABS) was constructed on the basis of the research questions, on a four point scale as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with 4, 3, 2 and 1 rating respectively. The instrument was validated and trial testing was carried out. The Cronbach alpha method was utilized to assess the internal consistency of the scores. The reliability for the study was 0.86. In order to respond to the research questions, the collected data was analyzed using mean and standard deviation. A mean score of 2.50 or higher indicates agreement (do not reject) for any item or cluster, while a mean score of less than 2.50 indicates disagreement (rejected)

Results

Research question 1: What are the causes of examination misconduct among biology education students' in Ajaokuta Local Government Area of Kogi State?

Table 1: Mean and Standard deviation of the causes of examination misconduct among biology education students' in Ajaokuta Local Government Area of Kogi State

S/N	Items/ statements	Mean	Std.	Remark
1	Insufficient or inadequate preparation for examination	2.95	1.08	Agreed
2	Lack of dedicated teachers	2.60	1.08	Agreed
3	Congested sitting arrangement during examination	2.63	1.01	Agreed
4	Fear of examination failure	2.62	1.08	Agreed
5	Parents quest for examination success for the children	2.81	1.00	Agreed
6	Corrupt invigilators and supervisors	2.57	1.02	Agreed
7	School environment located in a crime-hidden area	2.78	1.08	Agreed
8	Overloaded syllabus	2.78	1.03	Agreed
9	Poor moral upbringing of students in the society	2.67	.98	Agreed
10	Poor implementation of examination rules	2.75	.96	Agreed
11	Lack of confidence by students to undertake examination questions	2.53	1.03	Agreed
12	Wrong value system	2.71	.89	Agreed

13	No fear of punishment	2.53	1.13	Agreed
14	Disloyalty of examination	2.40	.92	Disagreed
15	Corruption	2.43	1.19	Disagreed
16	Poor school facilities.	2.13	1.13	Disagreed
Grand Mean		2.61	0.97	

Table 1 outcome demonstrates that students agreed that items 1 through 13 were causes of examination misconduct because their mean scores exceeded the 2.50 mean cut-off point, while students disagreed that items 14, 15, and 16 were not causes of examination misconduct because their mean scores fell below the 2.50 mean cut-off point. Moreover, 2.61 and 0.97 were obtained as the overall mean score and standard deviation respectively. This suggests that lack of preparation or insufficient preparation for exams, lack of committed teachers, parents' desire for their children to succeed in exams, anxiety about exams, students' overloaded syllabus, students' poor moral upbringing in society, and a lackadaisical application of examination rules are the root causes of examination misconduct among biology education students in Ajaokuta Local Government Area of Kogi State.

Research question 2: What are the perceived impacts of examination misconduct on biology education students' academic achievement in Ajaokuta Local Government Area of Kogi State.

Table 2: Mean and Standard Deviation of the perceived impact of examination misconduct on biology students' academic achievement in Ajaokuta Local Government Area of Kogi State

S/N	Items/ statements	Mean	Std.	Remark
17	Examination misconduct discourages good students from studying hard.	3.16	.80	Agreed
18	Exam cancellation may result from examination misconduct.	2.84	.94	Agreed
19	Detrimentially affected students' future careers because it leads to expulsion from school.	2.80	.97	Agreed
20	Employers become less optimistic about the educational system	3.25	1.01	Agreed
21	Unable to demonstrate the certificate's value	2.90	.89	Agreed
22	Examination malpractice damages the school's reputation	2.86	.80	Agreed
23	Promotes additional antisocial behavior on campus, including cultism and indiscipline, among other things	2.65	.89	Agreed
24	It produces candidates with low moral and academic values	2.92	.75	Agreed
25	Examination misconduct leads to irreversible loss of credibility and respect.	2.78	.94	Agreed

26	It tarnishes students' reputation, both within the academic community and beyond	3.12	1.09	Agreed
27	Examination misconduct renders the goal of education invalid	2.87	1.07	Agreed
28	There is lack of competence in subject matter	2.54	1.14	Agreed
29	It produces half-baked graduates	2.56	1.14	Agreed
30	Because those who participate in examination misconduct are unable to accurately and impartially evaluate their competence, it encourages self-deception.	2.83	1.09	Agreed
Grand Mean		2.86	0.90	

Table 2 results indicate that all items numbered 17 through 30 were agreed on as perceived impact of examination misconduct on biology students' academic achievement because their average scores were higher than the 2.50 mean cut-off point. Moreover, 2.86 and 0.90 were obtained as the overall mean score and standard deviation respectively. This suggests that exam misconduct has a negative impact on the academic achievement of biology education students in the Ajaokuta Local Government Area of Kogi State. It can discourage motivated students from studying hard, result in exam cancellations, and negatively impact students' future careers by potentially leading to expulsion from school. Employers' declining faith in the educational system; students' incapacity to demonstrate the value of their diplomas; the school's poor reputation; the promotion of anti-social behavior on campus, including cultism and indiscipline; the result is a candidate pool devoid of moral and intellectual integrity and one that will never regain.

Research Question 3

What are the possible solutions in curbing examination misconduct among biology education students in tertiary institutions in Anambra State.

Table 3: Mean and Standard Deviation of the possible solutions in curbing examination misconduct among biology education students' in Ajaokuta Local Government Area of Kogi State

S/N	Items/ statements	Mean	Std.	Remark
31	Sufficient distance between students during the test	2.91	1.01	Agreed
32	Self-discipline on the part of teachers and invigilators	3.00	1.00	Agreed
33	Reorientation of teachers and invigilators regarding exams misconducts	3.09	1.02	Agreed
34	Teachers and exam officials should be paid appropriately (increased salary)	3.04	1.00	Agreed
35	Students with a manageable student-staff ratio should be admitted to the school	2.95	.91	Agreed

36	Students should be eager to learn rather than obsessive about credentials	2.88	.86	Agreed
37	Adequate equipment in school laboratories is necessary for efficient instruction and learning	2.86	1.01	Agreed
38	Less emphasis on paper qualification and certification	2.62	1.04	Agreed
39	In order to encourage society to reject fraud, cheating, bribery, corruption and honesty ought to be rewarded	2.76	1.05	Agreed
40	Students caught engaging in examination misconduct should be severally punished	2.63	1.08	Agreed
Grand Mean		2.87	1.00	

Table 3 result shows that all items 31 through 40 were agreed on as the possible solutions in curbing examination misconduct among biology education students' because their mean scores were higher than the 2.50 mean cut-off point. Moreover, the overall mean of 2.87 and 1.00 were obtained respectively. This suggests that the following strategies could be used to reduce examination misconduct among biology education students in Kogi State's Ajaokuta Local Government Area: sufficient student spacing during exams; self-discipline on the part of teachers and invigilators; reorientation of teachers and invigilators regarding examinations; and appropriate compensation for teachers and examination officials (increased salary). Examinees should be admitted to schools that have a manageable student-to-staff ratio, where students are more interested in learning than in obtaining certifications, where school laboratories are adequately equipped for effective teaching and learning, where there is less emphasis on paper qualifications and certificates, where students are continuously educated through seminars and workshops on the consequences of examination misconduct, and where students who are caught engaging in examination misconduct face severe consequences.

Discussion

The results of this study suggest that the following factors contribute to examination misconduct among biology education students in the Ajaokuta Local Government Area of Kogi State: inadequate student preparation prior to exams, lack of committed teachers, crowded seating during exams, parents' desire for their children to succeed in exams, students' lack of confidence when answering examination questions, students' poor moral upbringing in society, the school's location in a crimeridden area, incorrect value systems, and a lack of fear of punishment. This is consistent with the findings of Obialor and Ikpa (2020), who determined that student laziness, crowded seating arrangements during exams, and parental desire for their children to attend reputable universities and pursue professions are the main causes of examination misconduct. According to Okafor (2021), examination misconduct can also be caused by inadequate parental supervision, inadequate school facilities, and sexual harassment by teachers.

The study's findings also demonstrated the negative effects of examination misconduct, which discourage deserving students from putting in a lot of effort in their studies, cancel exams, damage the

school's reputation, undermine the purpose of education, cause employers to lose faith in the educational system, leave students unable to demonstrate the value of their degrees, encourage antisocial behavior on campus, including cultism and indiscipline, produce graduates who are only partially competent, and foster self-deception, all of which make it challenging to accurately and impartially evaluate students' abilities. These results concur with those of Orji, Madu, and Nwachukwu (2020), who claimed that the effects of examination misconduct included employers losing faith in graduates of our educational system, a negative reputation emerging for the school found guilty, and subpar performance of graduates in the workplace. In support of the aforementioned conclusions, Ezemba, Ogbuanya, Anyakora, and Obioma (2021) attested that the effects of examination misconduct include low educational standards, mass student failure, and the creation of half-baked graduates.

In addition, the findings of this study equally revealed the possible solutions in curbing examination misconduct among biology education students in Ajaokuta Local Government Area of Kogi State to include self-discipline on the part of teachers and invigilators, adequate spacing of students during examinations, re-orientation on invigilators and teachers on examination, appropriate remuneration of teachers and examination officials (enhanced salary), employment of dedicated teachers, increase in students' desire to acquire knowledge rather than being overzealous for certifications, adequate equipment of school laboratories for effective teaching and learning, ensuring less emphasis on paper qualification and certificate, constant education of students through seminars and workshop on the consequences of examination misconduct and severe punishment of students caught engaging in examination misconduct. This finding is supported by the findings of Mohamed (2019) who stated that a well-organized learning environment, reduction of undue emphasis on certificates, the use of customized answer booklets and mandatory counseling are possible solutions in curbing examination misconduct among science students'. These findings are also in agreement with Orji, Madu and Nwachukwu (2016) who stated that possible solutions in curbing examination misconduct includes banning for a period schools found engaging in examination misconduct and there should be reorientation towards moral values.

Conclusion

Based on the study, it can be said that parents, teachers, students, and society at large all contribute to examination misconduct. This has detrimental effects on students' futures and academic achievement, including discouraging good students from putting in a lot of effort in their studies, canceling exams, invalidating the purpose of education, making employers lose faith in the educational system, students' inability to demonstrate the value of their degree, a negative reputation for the school in question, and the creation of half-baked graduates. It also causes an irreversible loss of credibility and encourages self-deception, all of which make it challenging to accurately and impartially evaluate students' competency. According to the study's findings, every well-meaning member of society should support efforts such as reorienting teachers and invigilators on examinations, paying teachers and examination officials appropriately (higher salary), hiring dedicated teachers, encouraging students to pursue knowledge instead of becoming fixated on certificates, providing school laboratories with adequate

equipment for effective teaching and learning, ensuring that there is less emphasis on paper qualifications and certificates, and continuously educating students through seminars and workshops on the consequences of examination misconduct. As we see it, normalcy must be restored to our educational system by upholding sustainable measures that will assist all countries in their efforts to achieve zero tolerance on improper examination practices. Everyone can earn grades without leaking if others can do it; all they need to do is begin to think optimistically about our shared future. As a result, much more research is required before a long-term fix is discovered.

Recommendations

The following recommendations were made in light of the findings:

1. Parents are advised to cease helping their children cheat on exams and to properly instill moral values in their children. Once more, only trustworthy individuals should be involved in exam management.
2. Teachers need to be prepared for the technologically savvy society. Instructors who do not understand the concepts they are teaching their students cannot guide their learning toward understanding them through experience or activities, and they cannot challenge their students' understanding if they are also misinformed. Since some of the educators at our different levels of education are the victims or beneficiaries of malpractice, it is crucial that all educators undergo mandatory retraining in order to equip them with the new skills necessary to impart knowledge. Those who are deemed unfit for retraining should be given administrative responsibilities instead.
3. Teachers should receive higher pay, and exam officials should receive a special welfare package to discourage them from accepting material or financial inducements from parents, students, or other individuals who might try to rig the exam process. Exam officials include teachers who oversee examinations, supervisors who manage exams in schools, officers of examination bodies who keep an eye on exams, and law enforcement personnel tasked with maintaining the security of testing locations. The examination Malpractice Act 33 of 1999 should be amended to reintroduce the parts of Decree 20 of 1984 which advocated for twenty-one (21) years imprisonment for convicted culprits of examination malpractice without option of fine. If this is fully implemented, it will serve as deterrent to students, invigilators, security agents, and other collaborators in the malpractice business.
4. The importance of having qualified labor cannot be overstated. It should be discontinued to teach chemistry, physics, or integrated science to agricultural science students under the pretense that "science is science." Teachers with training ought to be assigned to teach only the subjects within their area of expertise. Recall that an engineer who practices medicine is a quack.
5. Modern, high-quality textbooks, state-of-the-art lab apparatus, and workshop tools are essential teaching and learning tools. The provision of essential equipment and the creation of learning-oriented environments in libraries and laboratories are imperative. Actually, the entire school setting ought to be supportive of and conducive to learning.

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