

## Effects of Examination Malpractice on National Development of Nigeria: Perceived Causes and Forms

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### ABSTRACT

This study examined the effect of examination malpractice on national development of Nigeria using Structured questionnaire prepared and issued to 400 respondents from 8 educational institutions in Enugu Urban, following Likert's Five Points Scale. Out of this number, 40 questionnaire were returned unfilled and or uncompleted. Theoretical analyses that contain some existing knowledge on examination malpractice and national development of nations were critically reviewed. Psychological, Intelligence and Environmental and Pre/post examination forms of malpractice related questionnaire were employed for this study. The findings show that all except value system and orientation, learning disabilities and behavior disorder and giraffing were found to majorly lead to examination malpractice in Nigeria. The results also show that examination malpractice could damage the quality of certificates from education institutions, lead to reduction in the living condition of people and result to negative human development and life expectancy. Also found was that examination malpractice could cause the economy of Nigeria to nose-dive. It was therefore recommended that students be adequately prepared for examination so as to de - emphasize on cheating to pass examinations. The study also recommended for improved funding of infrastructure in schools for conducive learning, reduction of stress and improvement on academic performance. Also recommended was for the implementation of the Miscellaneous Offences Degree of 1993 that stipulated imprisonment of 21 years for convicted examination offenders to serve as deterrent to others.

Keywords: Examination, Malpractice, National Development, Nigeria, Perceived and Forms

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### INTRODUCTION

Malpractice is an unpleasant word because of its negative connotations [1,2,3,4]. It connotes everything that is ugly, nasty and bad. And when the word is applied after an institution of learning, it became even more frightening [5,6]. This is because education institution is assumed to be a citadel of learning and its products measured on character and learning rather than certificates acquired [7,8,9]. Certificate is therefore not a full proof of knowledge retention, however it is awarded after the students have been examined in the field they are trained [10,11,12]. In other word, examination which was patterned after the British system is a yardstick against which students or candidates' competence or progress is formally measured and appraised in the education sector. It was introduced in Nigeria at the advent of formal education in the country in the 1800s [13,14,15,16] Through education people are equipped to lead productive lives according to their talents and interests. Education process involves a number of people and activities,

beginning from the teachers, the students, parents, governments and infact every citizen of the country [17]. Through such process learners are taught, trained and guided to acquire relevant skills and knowledge on how to adapt to acceptable public life [18,19]. Ideally, it is essential that everyone in the society should know how to read and write and calculate sufficiently in their ordinary daily business but by so doing, one should be able to identify the process through which he acquires such education and agree that it is acceptable for that purpose [20,21]. Available records however show that before the advent of the European, people were made to learn orally in Nigeria through close observation of their masters. There was nothing like issuance of certificates at the completion of courses of study other than skill acquisition and practical demonstration of arts learned [22,23,24]. An account by [25], has it that examination malpractice came into the Nigerian scene with the amalgamation of Nigeria in 1914 when there was reportedly a

leakage of Senior Cambridge Local Examination. It again reared its ugly head in the year 1977 but this time on a higher scale and magnitude, resulting to the setting up of a tribunal of enquiry by the federal government to among others investigate the extent of its spread and suggest possible ways to eradicate and forestall future occurrences. In yet another account, "Expo 1970" as it was known and called then came into lime light when youths who just returned from participating in the 1967-1970 civil war and were not psycho-emotionally stable and prepared for examinations rather than the language of the gun resorted to cheating on a larger scale to pass WAEC examination [26]. Ever since then, the menace is yet to be tamed and exterminated as the number of WAEC candidates involved in exam malpractice was said to have increased geometrically from 636,064 in the year 2000 to 1,035,280 in 2004. In another account, [4], argues that the number that was involved in this ugly practice jumped from 74,956 in 2008 to 214,952 in 2017. This was not peculiar to WAEC candidates alone as other candidates of learning are neck deep in this offence. Clearly, cheating to pass examinations is also practiced in other climes as available records show that in imperial China, for instance, examiners had to be part in cubicles to forestall examination malpractice. Another account by [9] shows that United Kingdom and the United States of America recorded high prevalence rates of cheating in exams at different times. No doubt, examination malpractice has gone viral and digital nowadays as students and examination organizers circumvent the rules of engagement to succeed. Cheating in exams is not limited to time and place of examination either. Experience has shown it could occur before, during or after examination [8]. This has given credence to the assertion by [9] that "since society is dynamic in nature, the character and function of education change

#### THEORETICAL REVIEW

[9], posits that despite strict measures such as ensuring the examination papers were distributed by the examination officers to all the various examination centers under police escort etc, examination papers still find their way out. According to [10], parents, security personnel, students, teachers, school administrators, ministry of education officials were involved in examination

from time to time". [17]. alludes to fear of failing examinations, lack of confidence, desire to score high grades at all cost, value system and orientation as factors leading to examination malpractice. Also included are intelligence factors such as truancy and absenteeism, learning disabilities and behavior disorders and environmental factors that include emphasis placed on paper qualification, parental pressure and inadequacy of teachers and learning environment. The culmination of all these vices according to [9], is a threat to foundation of education and to national development. Arguing further, [11], posits that cheating in examination could lead to erosion of validity, credibility and reliability of Nigerian examinations and certificates. While [9], did not agree less when they maintain that cheating to pass exams could increase the cost of conducting examinations, cancellation of results of innocent candidates and could lead to retardation of development and growth of a nation's industries, agriculture and scientific development. Unarguably, examination malpractice is the bane of the socio-political and economic bankruptcy that bedeviled Nigeria which creates room for quacks who brandish questionable results and doing great damages to the economy. Evidently, Nigeria was recently described as the poverty capital of the world and the second most corrupt nation in West Africa by Transparency International on account of her poor human development index (HDI) and on account of her literacy rates and life expectancy among other factors. It was against this back drop that this inquiry into the causes, forms and effects of examination malpractice on national development of Nigeria was inevitable. The work is arranged in the following order: Section two reviews related literature while section three present data and method of analysis. The next to the last section discusses the results and the last section concludes.

malpractices. While [15,18], posit that examination results tend to give false picture of the affairs; hence some school graduates could not defend the grades obtained in examination. Joining the debate [11] said that examination malpractice take many forms such as impersonation, bringing in foreign materials, stealing, copying etc. [9], maintains that malpractice worsened with

the dearth of qualified teachers, shortages of instructional materials, books, science equipments and poor remuneration of teachers, supervisors and invigilators. [12], maintains that the act of cheating in examination did not start in recent times and is not peculiar to Nigeria alone because records show that in imperial China, for instance, examiners had to be part in cubicles to forestall examination malpractice. While [16], argue that even in recent times, the United Kingdom and the United States of America have recorded high prevalence rates of examination malpractice. [10], in [12], groups exam malpractice into four. Pre-examination malpractice is the one in which the examinee fraudulently gets prior knowledge of the questions before the commencement of the examination and is usually achieved with the assistance of employees of the examination body in the case of public examination and through the course lecturer or teacher, typists, messengers and other non-academic staff in the case of internal examination. Another form is giraffing which [9], posits is the most traditional and primitive form of cheating because of the manner the culprits strain their necks in order to get a view of the answer scripts of the more brilliant students and can be likened to that of a Giraffe. The other form is impersonation which [13], argues is the brazen act of engaging the services of someone else to sit for an examination for the candidate. Special centers which are procured in the guise of tutorial classes are examination centers run by self-styled "examination contractors in collusion with principals of schools in remote areas and in active connivance of staff of relevant examination bodies who usually collect huge sums of money from their clients as examination fees [11]. [15], also maintain that foreign or extraneous materials were also brought into the examination hall thereby flouting examination rules and regulations. Also [19], says that examination candidates sometimes use verbal attack, brute force threat or dangerous weapons on examination officials in order to coerce them into condoning all forms of irregularities in the conduct of examinations. Not forgotten was the post examination malpractices which [4], describes as those malpractices perpetrated after the actual conduct of the examinations. Such malpractices included: re-writing of the

paper after the actual examination, alter of the actual score of the candidate or student after receiving some gratification and certificate forgery. [20], argues that the high and complex incidences of examination malpractices maybe due to some factors within the environment that predispose them. Supporting such argument, [18], enumerated such factors to include psychological, such as outright fear of failing examinations, lack of confidence, desire to score high grades at all cost; value system and orientation. Intelligence factors such truancy and absenteeism, learning disabilities and behaviour disorders and environmental factors that include emphasis placed on paper qualification, parental pressure and inadequacy of teachers and learning environment [11,14]. The culmination of all these vices according to [18] are threat to foundation of education and to national development, to [6], it leads to erosion of the validity, credibility and reliability of Nigerian examinations and certificates. To [12,15] it leads to increasing cost of conducting examinations and cancellation of results of innocent candidates respectively. [12] opines that inadequacy of facilities like classrooms, teaching and learning materials and other equipments and un conducive exam environment and physical infrastructure, undue emphasis placed on certificate and paper qualification, poor value system and high moral decadence in the society, undue parental pressure and societal expectations and fear of failure among others are some of the factors leading to examination malpractice. According to [18] the process of education involves a number of activities and people such as the teacher, the students, parents, the government and every citizen of the country. Through education, learners are thought, trained and adequately guided to acquire relevant skills and knowledge and how to adapt to acceptable public life [19]. It is essential therefore that everyone in our society should know how to read and write and calculate sufficiently in their ordinary daily business but in doing that one of the activities that would count as educating people should be that at a point in the life of a person, we should be able to identify the process through which he acquires his education and agree that it is acceptable for that purpose [14]. [17], posits that in the pursuit for education, it is implied that the

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pursuant has to work for it as he gets involved in as many activities as possible to improve himself in the course of being educated. [20], maintain that people were made to learn orally and through close observation of their masters before the coming of the European as there was nothing like issuance of certificates at the completion of courses of study other than skill acquisition and practical demonstration of

#### METHODOLOGY

The data to be used in this study will be collected using structured questionnaires to elicit responses from a total of 400 conveniently selected respondents, comprising the staff and students of 8 educational institutions (2 Tertiary institutions, 2 Teacher colleges, 2 Secondary schools and 2 Primary schools) in Enugu Metropolis. It will be based on 55 primary data distributed to each of these institutions

#### SAMPLE AND SAMPLING TECHNIQUES

A sample of 400 staff and students of these academic institutions that comprise males

#### INSTRUMENT FOR DATA COLLECTION

Data for this work will be collected using structured questionnaire. The questionnaire would be prepared following the Likert's Five Points Scale. There shall be specifications for:

- SA** = Strongly Agree
- A** = Agree
- SD** = Strongly Disagree
- N** = Neutral

#### METHOD AND TECHNIQUES FOR DATA ANALYSIS

The collected data will be accurately grouped, arranged, analyzed and presented with reasonable conclusion drawn as the outcome of the research work. Cluster Mean

arts learned. [22], meant when he posits that since society is a dynamic organization, the character and function of education should also change from time to time. [16], assert that though formal education is measured on certificates, yet certificates acquisition is not a full proof of knowledge retention as students have to be examined in the field they have been trained before such award.

and responses there from. Out of this number, a total of 360 questionnaires were completely filled and returned. The choice of those to be interviewed is based on the knowledge of the subject matter. The filled questionnaire returned by the interviewees would form the bases for the analysis which would represent the outcome of the research work.

and females as represented in the Cluster Table below will be utilized for the work.

**D** = Disagree

The questionnaire shall be administered by the researcher to the respondents and followed up to ensure prompt response and complete and return of the said questionnaire. Research assistant/ personnel will be used to fast track the distribution and collection of the questionnaire.

analysis will be used to answer the research questions. This will also be complimented by percentage and table rating.

**TABLE 1: RESPONDENT CHARACTERISTICS**

S/N	A. Psychological factors according to Denga (2013)  could lead to examination malpractice in Nigeria	SA	A	N	D	SD	Mean Cluster	A/R
1	Do you agree that fear of failing could lead to cheating in examination?							
2	The desire to score high grades chiefly contributes to examination malpractice in Nigeria.							
3	Value System and Orientation majorly contribute to cheating during examination							

S/N	B. Intelligence factors according to Denga (2013)  is the major reason for examination malpractice in Nigeria	SA	A	N	D	SD	Mean Cluster	A/R
1	Truancy and Absenteeism make students ill Prepared, resulting to cheating in examination							
2	Lack of Confidence in themselves and beliefs largely contribute to cheating in examinations							
3	Learning disabilities and behavior disorder are the major impediments that force students to indulge in examination malpractice							

S/N	C. Environmental factors may affect the action  of the students with respect to examinations	SA	A	N	D	SD	Mean Cluster	A/R
1	Emphasis on paper qualification majorly leads to examination malpractice in institutions of learning							
2	Do you agree that parental pressure contributes to wrong choices of career Subjects and lead to exam mal practice							
3	Inadequacy of teachers and poor learning environment are the major contributors to examination malpractice in Nigeria							

**TABLE II: FORMS OF EXAMINATION MALPRACTICE**

S/N	D. Pre/Post-examination malpractices can also take place prior to the examination	SA	A	N	D	SD	Mean Cluster	A/R
1	Giraffing is the most form of examination mal practice by students in Nigeria							
2	Impersonation is the dominant form of examination malpractice in Nigeria							
3	Creation of special centers do not largely lead to examination malpractices in Nigeria							
4	Smuggling in of foreign materials is not dominant in exam mal practice							
5	Insult/Assault of invigilators to force them conform does not lead to examination malpractice							
6	Re-writing of the paper, altering of actual scores largely contribute to examination malpractice							

S/N	E. Effects of Examination Malpractice to National Development	SA	A	N	D	SD	Mean Cluster	A/R
1	Examination malpractice damages quality of certificates from Nigeria education institutions							
2	Examination mal practice reduces living condition, lead to negative human development and reduces life expectancy of Nigerians							
3	As a result of examination malpractice, economy of Nigeria has nose-dived							

**DATA ANALYSES AND FINDINGS**

This section is based on the responses from the questionnaire distributed earlier on. Four hundred questionnaire distributed were duly collected and arranged. All the findings and

discussions were based on the questionnaire returned from the respondents.

**RESPONSES/ANSWERS TO RESEARCH QUESTIONS**

Cluster mean analysis is used to answer the research questions. The responses are ranked as follow:

- SA = 5 points
- A = 4 points
- N = 3 points
- SD = 2 points
- D = 1 points

A cut off is to be determined by finding the mean of the nominal values assigned to the options in each questionnaire items using the formula:

Where:

$$\text{Mean (X)} = \frac{\text{Score}}{N}$$

$$N = \text{Number of the items}$$

$$X = \frac{5 + 4 + 3 + 2 + 1}{5} =$$

$$3$$

$$X = 3$$

**DECISION RULE:**

If Mean (X) of the cluster is greater than the standard cluster (3), accept otherwise reject

S/N	A. Psychological factors according to Denga (2013)  could lead to examination malpractice in Nigeria	SA	A	N	D	SD	Mean Cluster	A/R
1	Do you agree that fear of failing examination could lead to cheating in examination?	400	800	-	80	40	3.7	A
2	The desire to score high grades chiefly contribute to examination malpractice in Nigeria.	500	1040	-	-	-	4.3	A
3	Value System and Orientation majorly contribute to cheating in examination in Nigeria	250	400	-	200	110	2.7	R

S/N	B. Intelligence factors according to Denga (2013)  is the major reason for examination malpractice in Nigeria	SA	A	N	D	SD	Mean Cluster	A/R
1	Truancy and Absenteeism make students ill Prepared, resulting to cheating in examination	300	400	-	360	20	3	A
2	Lack of Confidence in themselves and beliefs largely contribute to cheating in examinations	100 0	640	-	-	-	4.6	A
3	Learning disabilities and behavior disorder are the major impediments that force students to indulge in examination malpractice	400	320	-	200	100	2.8	R

S/N	C. Environmental factor may affect the action  of the student with respect to examination malpractice in Nigeria	SA	A	N	D	SD	Mean Cluster	A/R
1	Emphasis on paper qualification majorly leads to examination malpractice in institutions of learning	500	800	-	40	40	3.8	A
2	Do you agree that parental pressure Contributes to wrong choices of career subjects and lead to examination mal practice	250	320	-	400	30	2.8	R
3	Inadequacy of teachers and poor learning environment are the major contributors to examination malpractice in Nigeria	250	600	-	200	60	2.9	A



**TABLE 11: FORMS OF EXAMINATION MALPRACTICE**

S/N	D Pre/Post-examination malpractices  can also take place prior to the examinations in Nigeria	SA	A	N	D	SD	Mean Cluster	A/R
1	Giraffing is the dominant form of examination malpractices by students in Nigeria	250	400	-	300	60	2.8	R
2	Impersonation is not the dominant form of Examination malpractice in Nigeria	300	800	-	360	40	2.9	A
3	Creation of Special Centers do not lead to examination malpractice	250	400	-	400	10	2.9	R
4	Smuggling in of foreign materials Is not a dominant form of examination mal practice	400	800	-	160	-	3.8	A
5	Insult/Assault of invigilators to force them to conform does not lead to examination malpractice	250	640	-	200	50	3.2	A
6	Re-writing of the paper, altering of actual scores largely contribute to examination malpractice	500	800	-	100	10	3.9	A

S/N	E Effects of Examination Malpractices to National Development	SA	A	N	D	SD	Mean Cluster	A/R
1	Examination malpractice damages quality of certificates from Nigeria education institutions	400	1120	-	-	-	4.2	A
2	Examination mal practice reduces living Condition, lead to negative human development and reduces life expectancy of Nigerians	500	720	-	120	20	2.8	A
3	As a result of examination malpractice, economy of Nigeria has nose-dived	550	600	-	140	30	3.9	A

**Table 4: Cluster Mean Analysis**

**Breakdown of Required Respondents**

Number of questionnaires distributed	400	100%
Number of returned/usefully filled	360	90%
Number not returned or returned but wrongly filled	40	10%



**Table 5: Breakdown of Respondents in Order of Characteristics**

S/N	Characteristics	Number	% of the total Population
1	Male	150	41.7%
2	Female	250	58.3%
3	Tertiary Institutions	200	50%
4	Post Primary Institution	100	25%
5	Primary Institution	100	25%

**Table 6: Breakdown of Received Instruments**

Description	Number	Percentage
Number of questionnaires Distributed	400	100%
Number of questionnaires Returned And usefully filled	360	90%
Number of questionnaires not returned Or returned but wrongly completed	40	10%

**(A) Research Question 1**

Do you agree that fear of failure could lead to cheating in examination? The response to question (A) 1 has 80 respondents strongly agree, 200 agree, 40 disagree another 40 strongly disagree, while 40 did not respond.

This represents 22.2%, 55.5%, 11.1%, and 11.1% respectively. We therefore accept that fear of failure leads to cheating in examination.

**(A)Research Question 2**

The desire to score high grades is said to chiefly contribute to examination malpractice in Nigeria, how far do you agree to this? The response to question (A) 2 from the questionnaire directly addresses the research question: 100 of the respondents

representing 27.8% strongly agree, while 260 representing 72.2% agree. We therefore accept that the desire to score high grades largely contributes to malpractice in examination in Nigeria.

**(A) Research Question 3**

Value system and Orientation majorly contributes to cheating in examination in Nigeria. The response to question (A) 3 from the questionnaire has 50 say strongly agree, 100 say agree and 100 say disagree and 110

say strongly disagree. This represents 13.8%, 27.8%, 28.7% and 30.6% respectively. From these responses we do not accept that value system and orientation majorly contribute to cheating in examinations in Nigeria.

**(B) Research Question 1**

Do you agree that truancy and absenteeism make students ill prepared, resulting to cheating in examination. From the responses, 60 representing 16.7% strongly agree, 100 representing 27.7 agree, 180 representing

50% disagree while 20 representing 5.6% strongly disagree. We therefore do not accept that truancy and absenteeism make students ill prepared resulting to cheating in examination.

**(B) Research Question 2**

Lack of confidence in themselves and beliefs largely contributes to cheating in examination. The responses to this question have 200 respondents strongly agree while

160 agree. These represent 55.6% and 44.4% respectively. We therefore accept that lack of confidence in themselves and beliefs largely contribute to cheating in examination.

**(B)Research Question 3**

Learning disabilities and behavior disorder are the major impediments that force students to indulge in examination malpractice. The responses to this question have 80 say strongly agree, 80 agree, 100 disagree and 100 strongly disagree. This

represents 22.2%, 22.2%, 27.8% and 27.8 % respectively. We therefore do not accept that learning disabilities and behavior disorder are the major impediments that force students to indulge in examination malpractice.

**(C) Research Question 1**

Emphasis on paper qualification majorly leads to examination malpractices in education institutions of learning. The

response to this question has 100 say strongly agree, 200 agree, 20 disagree and 40 strongly disagree. This represents 27.7%,

55.6%, 5.5% and 11.2% respectively. From their responses, we accept that emphasis on paper qualification majorly leads to

examination malpractice in educational institutions in Nigeria.

**(C)Research Question 2**

Do you agree that parental pressure majorly contributes to wrong choices of career subject courses leading to examination malpractice. From the responses to question (C) 2, 50 strongly agree, 80 agree, 200 disagree while 30 strongly disagree. This represents

13.9%, 22.2%, 55.6% and 8.3% respectively. We therefore do not accept that parental pressure is the major contributor to wrong career choice that leads to examination malpractices

**(C)Research Question 3**

To what extent do you agree that inadequacy of teachers and poor learning environment majorly lead to examination malpractice in Nigeria? The response to research question C (3)has 50 respondents strongly agree, 150 say agree, 100 say disagree while 10 say

disagree. This represents 13.9%, 41.7%, 27.8% and 2.7% respectively. We therefore accept that inadequacy of teachers and poor learning environment largely contribute to examination malpractice in Nigeria.

**(D) Research Question 1**

To what extent do you agree that girrafining is the most common form of examination malpractice in Nigeria? The response to research question D (1) has 50 say strongly agree, 100 say agree, 150 say disagree and

60 say strongly disagree. This represents 13.9%, 27.8%, 41.6% and 16.7% respectively. We thereby do not accept that girrafining is the dominant form of examination malpractice in Nigeria.

**(D)Research Question 2**

Impersonation is not the dominant form of examination malpractice in Nigeria.From the responses to this question, 60 respondents representing 16.7%, 200 respondents representing 55.6% say strongly agree and agree respectively. While 120 respondents

representing 30% disagree and 20 respondents representing 5% say strongly disagree respectively. We therefore accept that impersonation is not the most form of examination malpractice in Nigeria.

**(D)Research Question 3**

Do you agree that creation of Special Center do not largely lead to examination malpractice in Nigeria? The response from the research questionnaire has 50 say strongly agree, 100 say agree, 200 say disagree while 10 say strongly disagree. This

represents 13.8%, 27.8%, 55.6% and 2.8% respectively. We therefore accept that creation of special centeris a way of encouraging examination malpractice in Nigeria.

**(D)Research Question 4**

Do you agree that smuggling in of foreign materials is not dominant form of examination malpractice in Nigeria? The response to research question D (4) has 80 respondents strongly agreed, 200

respondents agree and 80 respondents disagreed. This represents 22.7%, 55.5% and 22.7%. We therefore accept that smuggling in of foreign materials constitute examination malpractice in Nigeria.

**(D)Research Question 5**

Insult/assault of invigilators to force them to conform does not lead to examination malpractice in Nigeria. To this question 50 respondents strongly agreed, 50, respondents merrily agreed, 100 respondents disagreed while 160

respondents strongly disagreed. This represents 13.8%, 13.8%, 27.8% and 44.4% respectively. We therefore accept that insult/assault of invigilators to force them to conform leads to examination malpractice in Nigeria.

**(D)Research Question 6**

Do you agree that re-writing of the paper and altering of actual score largely contribute to examination malpractice in Nigeria? To this question 100 respondents strongly agree, 200 respondents agree, 50 disagreed and 10

strongly disagreed. This represents 27.8%, 55.6%, 13.8 and 2.8% respectively. We therefore accept that re-writing and altering of actual score largely contribute to examination malpractice in Nigeria.

**(E)Research Question 1**

Do you agree that examination malpractice damages quality of certificates from education institutions? 80 respondents, representing 22.3% say strongly agree while

280 representing 77.8% say agree. We therefore accept that examination malpractice damages quality of certificates from education institutions in Nigeria.

**(E)Research Question 2**

To what extent do you agree that examination malpractice reduces living condition, leading to negative life expectancy of Nigerians? To this questionnaire, 100 respondents representing 27.8% strongly agree, 180 representing 50% agree, 60 respondents representing 16.7% disagreed

and 20 respondents representing 5.5% strongly disagreed. We therefore accept that examination malpractice reduces living condition, leading to negative human development and reduces life expectancy of Nigerians.

**E)Research Question 3**

Do you agree that as a result of examination malpractices in Nigeria, her economy nose-dived?The respondents to questionnaire E 3has 110 people strongly agree, 150 agree, 70 disagree and 30 strongly disagree. These

represent 30.6%, 50%, 19.4% and 8.3% respectively. We therefore accept that the economy of Nigeria nose-dived as a result of examination malpractices.

**FINDINGS**

The collected, collated and analyzed data gave way to the following:

**(A)PSYCHOLOGICAL FACTORS**

1 That fear of failure was found to lead to cheating in examinations. 2 That the desire to score high grades chiefly contributes to malpractice in examination in Nigeria.

3 That value system and orientation was not found to majorly contribute to cheating in examinations in Nigeria.

**(B). INTELLIGENCE FACTORS**

1 That truancy and absenteeism was not found to make students ill prepared and to cheat in examination.  
2 That lack of confidence in themselves and beliefs was found to largely contribute to cheating in examination.

3 That learning disabilities and behavior disorder do not majorly impede and force students to indulge in examination malpractice

**(C). ENVIRONMENTAL FACTORS**

1. That emphasis on paper qualification was found to majorly lead to examination malpractice in educational institutions in Nigeria.  
2. That parental pressure was found to not majorly contribute to wrong career choice

that leads to examination malpractice in Nigeria.  
3. That inadequacy of teachers and poor learning environment majorly contribute to wrong career choice that leads to examination malpractices.

**(D). PRE/POST-EXAMINATION MALPRACTICE**

On pre/post examination, the study found that:

1 Impersonation is not the most form of examination malpractice in Nigeria.  
2 That giraffing is not the dominant form of examination malpractice in Nigeria.  
3 That creation of special centers encourages examination malpractice in Nigeria.  
4 That smuggling in of foreign materials is the dominant form of examination malpractice in Nigeria.

5 That insult/assault of invigilators to force them conform lead to examination malpractice in Nigeria.  
6 That re-writing and altering of actual score largely contributes to examination malpractice in Nigeria.

**(E) EFFECTS OF EXAMINATION MALPRACTICE ON NATIONAL DEVELOPMENT**

That examination malpractice damages quality of certificates from education institutions in Nigeria.

2 That examination malpractice reduces living condition, leading to negative human

development and reduces life expectancy of Nigerians.

3 That the economy of Nigeria nose-dived as a result of examination malpractice.

**SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

**SUMMARY**

The purpose for which this enquiry was set out for, include:

1 To ascertain the extent to which psychological, intelligent and environmental factors could lead to examination malpractice in Nigeria

2 To examine the dominant forms of examination malpractice in Nigeria.

3 To interrogate the effect of examination malpractice on national development of Nigeria.

In the pursuit of the above, the work was divided into five sections. Section One presented the background, Section two contains the review of related literature, Section three has the research methodology, Section four contains data analysis and interpretation while Section five has summary and conclusion. Five research questions were answered and Cluster Mean analysis and percentage rating were utilized for the research questions. At the end, the following findings were made.

**FINDINGS AND CONCLUSION**

1 That psychological factors such as fear of failure, desire to score high grades could lead to cheating and examination malpractice in Nigeria, while value system and orientation does not. Intelligence factors like truancy and absenteeism, and learning disabilities and behavior disorder are not major causes of examination malpractice. However the study found lack of confidence in the students to largely contribute to examination malpractice in Nigeria. Also found was that environmental factors which included emphasis on paper qualification and inadequacy of teaching and learning environment majorly contribute to examination malpractice, while parental pressure was not found to lead to examination malpractice in Nigeria.

2. That pre/post-examination malpractices like giraffing and impersonation during examination do not largely contribute to examination malpractice while creation of special centers, smuggling in of foreign materials, assault/insult of invigilators to force them conform and re - writing and altering of actual results encourage cheating and lead to examination malpractice in Nigeria

3. That examination malpractice damages the quality of certificates from education institutions, reduces the living condition of the people, leading to negative human development and life expectancy and make the economy of Nigeria to nose-dive.

**RECOMMENDATIONS**

Flowing from the findings in this study, it was recommended that:

1. Students should be adequately prepared for examination so as to de - emphasize on cheating to pass examinations.
2. They should be adequate funding of infrastructures in schools to aid learning, reduce stress and improve academic performance

3. They should be implementation of the Miscellaneous Offences Degree of 1993 that stipulated imprisonment of 21 years for convicted examination offenders to serve as deterrent to others.

4. They should be improvement on the standard of living of Nigerians by raising the bars on education.

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