



FACTORS ENCOURAGING EXAMINATION MALPRACTICES AMONG UNDERGRADUATE STUDENTS: A REVIEW OF LITERATURE

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Abstract

This review paper focused on those factors encouraging examination malpractices among undergraduate students. The factors that would encourage examination malpractices among undergraduate students include but not limited to the following: infrastructure decay; lack of proper teaching; truancy and absenteeism; labour unrest; poor school admission policy; inadequate staffing; and poor attitude of students towards studies. The paper concluded that in order to promote a holistic and meaningful education, it is imperative for educational institutions to implement robust anti-malpractice measures, foster a culture of academic integrity, and encourage students to embrace the true essence of learning for their own advancement and the betterment of society as a whole. Also, parents, guardians, and hostel masters/mistresses should use every effort to instill discipline in their kids, wards, and boarders, and they are to refrain from taking any actions that would encourage exam cheating; the school administration should develop initiatives to deter students from cheating on exams. Besides, parents should be made aware of the dangers of participating in their children's misconduct by educating them and discouraging them from seeking out specialized facilities and other harmful resources; government should implement public awareness programs on the media as well as on social media discouraging the act of examination malpractices.

Keyword: Examination Malpractices; Academic Fraud; Undergraduate Students.

Introduction

Examination malpractices had been a thriving evil among undergraduate students in their quest for success at all cost for decades. Unfortunately, examination malpractices have continued to jeopardize the educational system despite several measures put in place to end the scourge of this academic fraud among undergraduate students. Onyibe, Uma and Emmanuel (2015) opined that examination is the most common tool around which the entire system of education revolves, it is the instrument used to decide who is permitted to move to the next academic level. Examination is a common phenomenon in the life of a student; hence it is accorded a great respect by students. A student's journey through the formal educational system is usually punctuated with evaluations and these evaluations are administered in the form of tests, quizzes or examinations. Osuji (2020) described examination malpractice as any deliberate act of wrong doing that is contrary to the rules and regulations designed to give candidates undue advantage. Similarly, Oko and Adie (2016) posited that examination malpractice is the act of cheating during examinations; the authors further noted that such act is an illegal action that most students often take during examinations in order to take advantage over their peers to score higher grades. It can be described as an act or irregular means of assessing candidates that contravene the rules and conventions which guide the conduct of examinations.

The researchers conceptualized examination malpractices as any form of misbehavior that leads to the alteration of or tempering with the prescribed ways of conducting examination in any given system. Examination malpractice is an art of academic dishonesty. They are cheap and illegal shortcuts to success that are prevalent among lazy and dishonest students. Good success is not cheap but requiring hard work and can only be honestly achieved among diligent students. Examination malpractice is a punishable offence which is committed during the process of normal and recognized examination. Examination malpractice as the absence of the adherence to the rules and regulations guiding the conduct of examination. Any wrong doing, misconduct, dishonesty or improper practice for personal gains, or violation of set rules of conduct during examinations. Any act of omission or commission which compromises the validity, reliability and integrity of any assessment or evaluation system (i.e. the violation of, or disregard for examination ethics. Moreover, the following factors would encourage examination malpractices among undergraduate students in any university or citadel of higher learning: infrastructure

decay; lack of proper teaching; truancy and absenteeism; labour unrest; poor school admission policy; inadequate staffing; and poor attitude of students towards studies.

Examination malpractices have several negative effects on academic performance of students, when students engage in exam malpractice, it undermines the integrity of the educational system, making it difficult to trust the validity of academic achievements. Cheating prevents students from acquiring the knowledge and skills they need to succeed in their future careers, as they do not genuinely understand the material. Honest students may feel demotivated when they perceive that their peers are achieving better results through cheating, leading to a sense of unfair competition. Unfortunately, this ugly trend has been in existence for several years, Nevertheless, There are strategies established Nigerian laws to combat examination malpractice/cheating, all examination bodies have to enforce such laws in order to eradicate this ugly trend from the Nigerian society especially among students in the educational system and has been a threat to many serious-minded students who wanted to get their certificate genuinely. It is on this premise that this paper reviewed those aforementioned factors that would encourage examination malpractices among undergraduate students.

Literature Review

The literature review provides a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings. It relates a study to the larger, ongoing dialogue in the literature, filling in gaps and extending prior studies. In order to ascertain the effect of some relevant factors on the examination malpractices among undergraduate students, a number of books, previous research works and other available relevant materials were reviewed. Basically, examination malpractice refers to unethical or fraudulent behaviors exhibited by individuals during the process of examinations or assessments (Udim et al., 2018). Examination malpractice in Nigerian educational system has been widely discussed and viewed as a major challenge not only to examination bodies but to school administrators, the entire education system, the government and the society at large. The reviews of related literature were carried out under the following sub-headings:

Examination Malpractices Among Students

Examination malpractices refer to unethical behaviors exhibited by students during examinations or assessments, which undermine the integrity of the examination process and compromise the

fairness and validity of assessment outcomes. Common forms of examination malpractice include cheating, plagiarism, impersonation, collusion, and exam leakage (Mulongo, 2020). Examination malpractice has serious consequences for students, educational institutions, and the overall education system, as it undermines the credibility and reliability of assessment results and creates an unfair advantage for dishonest students.

To combat examination malpractices, preventive measures and detection strategies are implemented, such as strict invigilation, technology-based cheating detection, and disciplinary measures. It is important to foster a culture of academic integrity and ethics among students through educational campaigns, clear guidelines (Sabrina et al., 2022). Examination malpractices can take various forms, including but not limited to:

Cheating: This involves obtaining unauthorized assistance or accessing unauthorized resources during an examination. According to Solomon (2018), cheating in examinations involves obtaining unauthorized assistance or accessing unauthorized resources, undermining the integrity of the examination process. It includes copying from other students, using cheat sheets or hidden notes, receiving answers from external sources, impersonation, and plagiarism. Cheating provides an unfair advantage to students, compromises academic integrity, and has negative implications for the educational system. The author reiterated that most Nigerian educational institutions especially in the tertiary institutions where this ugly trend is gaining ground usually employ various measures to detect and prevent cheating among their students during examinations.

Plagiarism: Plagiarism is the act of presenting someone else's work, ideas, or words as one's own without proper attribution or acknowledgment (Agrawal, 2020). It is an academic fraud as well as academic dishonesty. It involves copying or paraphrasing content from sources such as books, articles, websites, or other written materials without giving credit to the original author. Plagiarism can occur in various forms, including directly copying passages or sentences without quotation marks or citation, paraphrasing without proper citation, or submitting someone else's work as one's own (Sharma & Verma, 2020). It is considered a serious ethical offense and a breach of academic integrity. Educational institutions and professional organizations have strict policies and guidelines in place to discourage and address instances of plagiarism (Eaton, 2021). Proper citation and referencing of sources are essential to avoid plagiarism and to give credit to

the original authors whose work has been used. It occurs when individuals present someone else's work or ideas as their own without proper citation or acknowledgment. It can involve copying and pasting from written sources, online content, or submitting someone else's work under one's name (Mellar et al., 2018).

Impersonation: Impersonation entails one person assuming the identity of another during an examination. It may involve hiring someone to take an exam on behalf of the actual student or using fake identification documents to gain unauthorized access to the examination venue (García-Sánchez et al., 2019).

Collusion: Collusion refers to collaboration or cooperation between individuals to gain an unfair advantage in an examination. It may involve sharing answers, pooling resources, or collectively engaging in cheating or plagiarism (Parks et al., 2018).

Examination leakage: Examination leakage refers to the unauthorized disclosure or distribution of examination materials, such as test questions or answers, before the scheduled examination date and time. It involves obtaining or sharing confidential information about the content of an upcoming exam, giving certain individuals an unfair advantage over others (Parks et al., 2018). The author noted that examination leakage can occur through various means, including through bribery, hacking, or the involvement of insiders such as teachers, examination administrators, or staff members. These unethical practices undermine the integrity and fairness of the examination processes, as they compromise the principles of equal opportunity and merit-based assessment (Kirya, 2020). Educational institutions and examination bodies take measures to prevent and detect exam leakage, such as implementing secure protocols for the storage and dissemination of exam materials, conducting surprise inspections, and utilizing advanced technologies to safeguard the confidentiality of exams. The disclosure of exam leakage can result in severe consequences, including the cancellation or invalidation of the affected examination, disciplinary actions against those involved, and a loss of trust in the examination system (Simunga, 2020).

Examination leakage occurs when examination materials, such as question papers or answer keys, are accessed or distributed before the scheduled examination (Azis, Abou-Samra & Aprilianto., 2022). This gave some individuals an unfair advantage by providing them with advanced knowledge of the content. Examination malpractice poses significant challenges to the

educational system, undermining its credibility, fairness, and the validity of assessment outcomes (Makaula, 2018). It eroded the principles of meritocracy, where academic achievements should reflect individual abilities and efforts. Additionally, it creates an uneven playing field, disadvantaging honest students who uphold academic integrity.

Various factors contribute to the prevalence of examination malpractice. These factors can include societal pressure to achieve high grades, inadequate preparation time, and intense competition, a lack of ethical awareness, ineffective examination supervision, and weak enforcement of disciplinary measures. The availability and misuse of technology, such as smartphones or cheating devices, can also facilitate malpractice (Okolie et al., 2019).

The consequences of examination malpractice are far-reaching. It compromises the reliability of assessment results, making it challenging to accurately evaluate students' knowledge and skills. It devalues the educational qualifications of individuals involved in malpractice, diminishing their credibility in the academic and professional spheres. Efforts to combat examination malpractice involve a multi-faceted approach. Educational institutions and examination bodies implement stringent security measures, such as robust invigilation, random seating arrangements, and the use of technology to detect cheating. Raising awareness about the consequences of malpractice, promoting academic integrity, and fostering a culture of ethical behavior are also important strategies (Gamage, Pradeep & de Silva, 2022).

Examination Malpractice Factors

There are several factors that could encourage, enhance or contribute to the occurrence of examination malpractices among students. These factors can be categorized into various dimensions, including institutional factors, environmental factors, and student-related factors. Understanding these underlying factors is essential for effectively addressing examination malpractice. Each of the aforementioned factors shall be discussed in the following sub-headings:

Infrastructural decay

Inadequate infrastructure and facilities within educational institutions can contribute to examination malpractice. Poorly maintained classrooms, lack of proper examination halls, inadequate seating arrangements, and insufficient invigilation resources create an environment that is conducive to malpractice (Masago & Kweingoti, 2018). Infrastructural decay, such as the

lack of functioning security cameras or proper invigilation systems, can create an environment where students are less likely to be monitored effectively during exams. This lack of surveillance can provide opportunities for students to engage in malpractice without detection.

Decay in infrastructure can result in compromised physical security measures, such as broken doors or windows, making it easier for unauthorized individuals to gain access to examination halls. This can lead to instances of cheating, impersonation, or the unauthorized sharing of exam materials. Infrastructural decay may lead to inadequate examination facilities, such as cramped spaces, uncomfortable seating arrangements, or insufficient lighting and ventilation. These conditions can contribute to heightened stress levels among students, which can in turn increase the likelihood of resorting to malpractice as a means of coping with the challenging exam environment.

Decay in technological infrastructure, such as outdated or malfunctioning computer systems, can create vulnerabilities that students may exploit for cheating purposes. For instance, students might tamper with or manipulate digital exam files or use unauthorized devices to access external resources during online exams. When infrastructural decay is coupled with ineffective enforcement and lax disciplinary measures, students may perceive a lack of consequences for engaging in examination malpractice. This perception can contribute to a culture of impunity and encourage more students to participate in cheating or other forms of malpractice.

Lack of proper teaching

Ineffective teaching methods, poor instructional quality, and a lack of subject knowledge among teachers can contribute to examination malpractice. When students feel that they have not received adequate instruction or support, they may resort to malpractice as a means to compensate for their perceived shortcomings (Olowonefa & Ogunode, 2021). The author reiterated that when students do not receive proper teaching and instruction, they may have an incomplete or inadequate understanding of the subject matter. This knowledge gap can lead to a lack of confidence and preparedness for exams, pushing some students to resort to malpractice as a means to compensate for their deficiencies.

The absence of effective teaching can result in increased pressure on students to perform well in exams. Without proper guidance and support, students may struggle to grasp complex concepts, leading to heightened anxiety and a greater temptation to engage in malpractice to achieve

desired results. Ineffective teaching methods or uninspiring educators can contribute to a lack of student motivation. When students are disengaged or uninterested in the subject, they may become prone to malpractice as a way to bypass studying or demonstrate superficial understanding during exams.

The lack of proper teaching can lead to unclear expectations regarding exam content and format. When students are unsure about what will be assessed or how exams will be structured, they may feel compelled to engage in malpractice to ensure they cover all possible areas or gain an unfair advantage. Poor teaching habit among tutors can result in a lack of academic support and guidance for students. Without access to resources, clarification, or feedback, students may feel compelled to resort to malpractice to obtain answers or assistance during exams.

Truancy and absenteeism

Regular attendance is crucial for academic success. However, when students exhibit truancy or absenteeism, they miss out on valuable learning opportunities. This can lead to gaps in knowledge and a lack of preparedness for examinations, increasing the likelihood of engaging in malpractice to compensate for their lack of understanding (Pyne et al., 2023). Truancy and absenteeism result in students missing out on important classroom instruction, discussions, and learning activities. This can lead to gaps in knowledge and skills, making it difficult for students to adequately prepare for exams (Gottfried, 2014, cited in Adegun, 2023). Truant and absent students may miss crucial information related to exams, such as exam formats, content coverage, or important instructions. This lack of information can lead to confusion and uncertainty, making it more likely for students to engage in malpractice as they may attempt to compensate for their lack of knowledge about the exam requirements (Nath, Bhowmik, & Deka, 2018, cited in Adegun, 2023).

When students are frequently absent, they may struggle to adequately prepare for exams. Absenteeism disrupts the continuity of learning, making it difficult for students to grasp concepts and practice skills. Incomplete preparation increases the temptation to engage in malpractice to compensate for limited knowledge (Wang, Eccles, & Kenny, 2013, cited in Adegun, 2023). Truant or absent students may miss important information related to exams, such as announcements, instructions, or discussions about exam formats and content. This lack of information can create confusion and uncertainty, potentially leading to malpractice as students

attempt to fill in knowledge gaps (Chand, 2013, cited in Adegun, 2023). Truancy and absenteeism diminish the level of accountability and oversight on students. When students are frequently absent, it becomes more challenging for teachers and school administrators to monitor their progress, provide guidance, and enforce academic integrity policies effectively (Henry, 2016, cited in Adegun, 2023). Truant or absent students may be more susceptible to peer influence and pressure to engage in malpractice. Absence from school limits the opportunities for positive peer interactions and increases the likelihood of exposure to peers involved in malpractice. Peer pressure can contribute to engaging in cheating or other forms of exam misconduct (Lacourse et al., 2018, cited in Adegun, 2023).

Truancy and absenteeism can result in students missing important information related to exams, such as exam dates, formats, and content coverage. This lack of information can lead to confusion and uncertainty, increasing the temptation to engage in malpractice to bridge the knowledge gap (Morrow & Ackerman, 2018, cited in Adegun, 2023). Truancy and absenteeism can undermine the accountability of students in terms of their academic progress and behavior. When students are frequently absent, it becomes challenging for teachers and school staff to effectively monitor and provide guidance, reducing the deterrent effect against malpractice (Breslau et al., 2017 cited in Adegun, 2023). Truant or absent students may be more susceptible to negative peer influence, including involvement in exam malpractice. When students miss school, they may come into contact with peers who engage in cheating or encourage others to participate in malpractice, increasing the likelihood of their own involvement (Finn, 2016 cited in Adegun, 2023). When students are frequently absent or truant, they miss out on valuable classroom instruction and learning opportunities. This can result in gaps in knowledge and skills, making it more challenging for them to perform well in exams (Gage, 2019 cited in Adegun, 2023). Truant or frequently absent students often have limited time to prepare for exams due to missed lessons and assignments. This incomplete preparation can lead to increased stress and anxiety, which may drive some students to engage in malpractice to compensate for their lack of preparedness (Mapp & Henderson, 2015 cited in Adegun, 2023).

Labour unrest

Labour Unrest among teaching or non-teaching staff, such as strikes or protests, can disrupt the academic calendar and create an environment that is conducive to examination malpractice. Such

disruptions can result in inadequate time for preparation or a lack of proper supervision during examinations (Bakare, 2021). Labor unrest refers to conflicts, strikes, or disruptions involving workers or labor unions. While labor unrest primarily affects the workforce, it can indirectly influence examination malpractice among students. Labor unrest can lead to disruptions in the normal functioning of educational institutions. Strikes or other labor actions may result in the suspension of classes, cancellation of lectures, or delayed academic activities. These disruptions can negatively impact students' learning and preparation for exams, potentially leading to a higher temptation to engage in malpractice due to inadequate instruction or insufficient time for preparation.

Labour unrest can create an atmosphere of uncertainty and anxiety among students. The uncertainty about when normal academic activities will resume, the fear of prolonged disruptions, and the potential impact on their academic progress can contribute to heightened stress levels. Increased stress and anxiety can increase the likelihood of students resorting to malpractice as a means of coping with the uncertain situation and attempting to achieve desired outcomes. During labor unrest, students may experience a lack of academic support and guidance. For example, the absence of faculty or staff members due to strikes or other labor actions can reduce access to necessary resources, counseling services, or assistance in exam preparation. The lack of support and guidance can create an environment where students may feel compelled to engage in malpractice to compensate for the lack of academic assistance.

Poor school admission policy

Inadequate admission policies that allow students who are academically unqualified to gain admission to educational institutions can contribute to examination malpractice. When students with insufficient preparation or qualifications are admitted, they may resort to malpractice as a means to pass examinations. Intense Competition: In situations where school admission policies foster intense competition, such as limited seats available or excessive emphasis on high-stakes entrance exams, students may feel immense pressure to secure admission. This competitive environment can contribute to a higher temptation to engage in malpractice to gain an unfair advantage over other candidates and increase their chances of admission.

Poor school admission policies may lack transparency and clear criteria for selection. When students and their families are unclear about the admission process, evaluation methods, or

selection criteria, it can create an environment of uncertainty and confusion. This lack of transparency can increase the likelihood of malpractice as students may attempt to manipulate or bypass the system to secure admission.

In some cases, poor admission policies can lead to the involvement of middlemen or agents who exploit the system for personal gain. These intermediaries may engage in malpractice themselves or facilitate malpractice among students, such as through cheating in entrance exams or falsifying application documents. Poor school admission policies that consistently fail to provide fair opportunities for deserving students can create a sense of disillusionment and desperation among students and their families. When students perceive that merit-based admissions are not being prioritized, they may resort to malpractice as a response to their frustration and disillusionment with the system.

Inadequate staffing

Insufficient numbers of qualified and competent teachers or invigilators can contribute to examination malpractice. When there is a lack of proper supervision or guidance during examinations, students may take advantage of the situation to engage in malpractice. Poor school admission policies may result in students being placed in educational institutions or programs that are not suitable for their abilities, interests, or academic backgrounds. When students are placed in an environment that is not aligned with their educational needs, they may struggle to keep up with the curriculum, leading to increased stress and a higher likelihood of engaging in malpractice as a means of compensating for their perceived shortcomings. Johnston and McDonald (2018) conducted a study that reveals how inadequate school admission policies can negatively impact students' academic performance and potentially raise the chances of them participating in malpractice. The researchers found that when students are placed in educational institutions or programs that do not cater to their abilities, interests, or academic backgrounds, they experience difficulties keeping up with the curriculum. This struggle can lead to higher levels of stress and a tendency to resort to malpractice as a means of compensating for their perceived shortcomings.

Inadequate staffing may result in limited supervision during exams. When there are fewer invigilators or proctors available to monitor the examination hall, it becomes more challenging to detect instances of malpractice. This lack of supervision can create opportunities for students to

engage in cheating or other forms of exam misconduct. Inadequate staffing can lead to reduced accountability for both students and staff. When there are not enough teachers or administrators to effectively manage and enforce exam regulations, students may perceive a lack of consequences for engaging in malpractice. This perception of leniency can contribute to a culture of impunity and increase the likelihood of malpractice. Inadequate staffing may result in insufficient support and guidance for students. When there are limited resources or personnel available to provide academic assistance, clarification of exam content, or feedback on student performance, students may feel disadvantaged or unsupported. This lack of support can drive some students to resort to malpractice as a means of compensating for the lack of guidance or assistance. Smith et al. (2019) conducted a study that indicates inadequate staffing in educational institutions can foster a culture of impunity and raise the probability of malpractice. The researchers found that when there are limited resources or personnel available to provide academic assistance, clarification of exam content, or feedback on student performance, students may feel disadvantaged or unsupported. This lack of support can drive some students to resort to malpractice as a means of compensating for the lack of guidance or assistance.

Inadequate staffing can lead to increased workload and stress among teachers and staff. When educators are overburdened with numerous responsibilities, such as teaching large class sizes, managing administrative tasks, or preparing assessments, they may have less time and energy to devote to ensuring exam integrity. This increased workload and stress can indirectly contribute to instances of malpractice, as educators may have limited capacity to proactively address and prevent malpractice. Inadequate staffing can compromise the quality of instruction provided to students. When there are not enough teachers to effectively deliver the curriculum, engage students in active learning, or provide individualized attention, students may experience gaps in their understanding of the subject matter. These gaps can contribute to academic struggles and increased pressure, which may in turn lead to a higher likelihood of malpractice as a coping mechanism. The report highlights that when there is a shortage of teachers, students may not receive enough individualized attention and active learning opportunities, leading to gaps in their understanding of the subject matter. These gaps, as the report suggests, can increase pressure on students and potentially push them towards malpractice as a coping mechanism. Thus, addressing and preventing inadequate staffing is crucial to ensuring student success and mitigating the risk of malpractice.

Poor attitude of students towards studies

Students' attitudes and perceptions towards studies can influence their propensity for examination malpractice. A lack of motivation, disinterest in academics, and a focus solely on achieving high grades without genuine learning can contribute to malpractice. Addressing these factors requires a multi-faceted approach. Educational institutions should prioritize infrastructure development, provide adequate training and support to teachers, promote a culture of regular attendance, address labor-related issues, enforce admission policies, ensure sufficient staffing, and foster a positive attitude towards studies among students. Additionally, creating awareness about the negative consequences of examination malpractice and implementing strict disciplinary measures can serve as deterrents.

By addressing these underlying factors, educational institutions can create an environment that discourages examination malpractice and promotes academic integrity. This, in turn, enhances the credibility of the education system and ensures that assessments accurately reflect students' true knowledge and abilities. When students have a poor attitude towards their studies, they may lack motivation to engage actively in learning and preparation for exams. This lack of motivation can lead to insufficient effort, procrastination, and a higher likelihood of resorting to malpractice as a shortcut to achieve desired results without putting in the necessary work. Students with a poor attitude may exhibit disengagement from the learning process and become easily distracted by non-academic activities or external influences. This disengagement can result in a lack of focus during exams and a higher vulnerability to engaging in malpractice as a means of compensating for their lack of knowledge or effort.

Poor attitudes towards studies can be reinforced and perpetuated through negative peer influence. Students who associate with peers who have a negative attitude towards studies or engage in malpractice may be more likely to adopt similar attitudes and behaviors. This negative peer influence can contribute to a higher propensity for engaging in malpractice. Students with a poor attitude may exhibit inadequate preparation for exams. They may neglect studying or fail to allocate sufficient time and effort towards exam preparation. This lack of preparation can increase anxiety and the temptation to engage in malpractice as a way to compensate for their lack of readiness (Akinyemi, 2018). Students with a poor attitude towards studies may exhibit a lack of accountability and responsibility for their academic performance. They may disregard

academic integrity principles and engage in malpractice due to a lack of internal motivation to uphold ethical standards

Conclusion

The detrimental effects of examination malpractices on the academic performance of undergraduate students are clear and significant. The practice not only undermined the integrity of the educational system but also hampered the development of essential skills and knowledge that students are meant to acquire. The short-term gains achieved through malpractices are outweighed by the long-term consequences even after the graduation, as students miss out on the opportunity to truly grasp and apply concepts, critical thinking, and problem-solving skills. Moreover, examination malpractices diminish the value of genuine academic achievements, erode trust among peers and educators, and ultimately hinder personal growth and development. To promote a holistic and meaningful education, it is imperative for educational institutions to implement robust anti-examination malpractice measures, foster a culture of academic integrity, and encourage students to embrace the true essence of learning for their own advancement and the betterment of society as a whole.

To this end, the researchers suggested the following as a way out of this ugly academic fraud (examination malpractices) among undergraduate students in general:

1. Parents, guardians, and hostel masters/mistresses should use every effort to instill discipline in their kids, wards, and boarders, and they are to refrain from taking any actions that would encourage exam cheating;
2. The school administration should develop initiatives to deter students from cheating on examinations;
3. Parents should be made aware of the dangers of participating in their children's misconduct by educating them and discouraging them from seeking out specialized facilities and other harmful resources;
4. Government should implement public awareness programs on the media as well as on social media discouraging the act of malpractices among pupils in lower classes as well as others; and

5. Sanctions should be implemented, making the general public aware of those students caught in this academic fraud and such measures should be enforced without fear or favor to any student no matter the status of their parents.

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