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Curbing Examination Malpractices in Africa: Content Analysis

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ABSTRACT

This comprehensive study intended to find out the practical ways that can be used to curb examination malpractices in African countries using Content Analysis technique. The researchers divided Africa into three distinctive regions, namely: South and Central, North and West as well as East Africa; then they collected examination malpractice data that dates back to 2010 from the internet. This Corpus based descriptive research employed a five-step qualitative data treatment process starting with (a) collection of related data (b) data thinning (c) data coding (d) identifying patterns and themes, and (e) data interpretation. Findings showed that examination malpractices are variegated: there are official perpetuated malpractices such as examination leakages; illegal assisting candidates, poor invigilation and fabricated student course work. It also goes to students' acts like, taking foreign assisting materials into the examination room; using programmable calculators; body writing; impersonation and stealing of examination question papers before the set date. Students' anxiety, undisciplined and uncommitted students, poor examination related facilities (for instance, transport, security, committed workers, and supportive government) and lack of enforcing examination laws cause examination malpractices.

KEYWORDS: Student, examination malpractices, academic certificate, content analysis, Africa

1.0 INTRODUCTION

Examination malpractice derails the whole purpose of an examination: to assess students' ability in specified education disciplines. It is a form of cheating that Mashanyare and Chinamasa (2014) described as an action and practice that undermines the credibility of examinations posing serious threats to the quality of the education system and the attainment of its selective goals. Thus, examination malpractice contravenes the rules and regulations set by examination bodies (Achio, Ameko, Kutsanedzie, Alhassan, & Ganaa 2012). Udoh (2011) has termed it, *examination crime* and *examination fraud*, which means that examination malpractice, like any other crime, needs to be fully investigated and dealt with for justice to prevail. Abera and Tesfaye (2016) put it well that examination malpractice is morally wrong and is not acceptable in any circumstance.

Examinations are authentic means utilized to ascertain the degree to which learning targets have been inbred by students so that they can be offered some assistance in their further studies (Tawiah, Alberta, Bossman and Ata, 2015) or they can be incorporated in the country's workforce. Examinations should therefore be valid in the performance of function; reliable in terms of consistency of measurement; and it should be able to evaluate the performance or judge the scholastic attainment of the learners (Achio, Ameko, Kutsanedzie, Alhassan, & Ganaa, 2012). However, Pana Press (2016) lamented that the leakage of West African Senior School Certificate Examination (WASSCE) papers at both basic and secondary schools have become an annual ritual which is of great worry to WAEC, the government, schools, parents and the public in Ghana. The situation is almost uniform for the whole continent.

To this effect, National Examination bodies have been tasked with the professional running of examinations; for example, in Zimbabwe, the Zimbabwe School Examination Council (ZIMSEC) Act (17/1994 and 22/2001) empowered ZIMSEC to:

- a) Organize and conduct such examinations in subjects that form part of a course of primary or secondary education as the Ministry may direct in writing;
- b) Consider and approve subjects suitable for examination;
- c) Appoint panels or boards of examiners;
- d) Approve and register examination centers;
- e) Review rules and regulations relating to examinations;
- f) Confer or approve the conferment of certificates, diplomas and other awards to persons who would have passed examinations;
- g) Enter into arrangements with persons or organizations for recognition of certificates, diplomas and other awards granted in respect of examinations organized or conducted by the Council;
- h) Do all things necessary to maintain the integrity of the system of examinations in respect of primary and secondary education in Zimbabwe. The integrity of ZIMSEC can only be maintained when there is maximum security of the examinations and when the examinations are run professionally without leakages;
- i) Do any other thing that the Council may be required to do under the Act or any other enactment.

Number *h* above shows that ZIMSEC has been given responsibility and power over the running of examination. Other examination boards in Africa have similar mandates. A standard of a

country's education is measured against how its examinations are run. Examination malpractices pose serious threats to a country's education standards. Maheka (2015) highlighted that the Examination Council of Zambia has placed a high premium on examinations, however, examination malpractices are still on the increase.

In Kenya, Muthaa, Muriungi and Njue (2014) showed that in 2008, the Kenya Certificate of Secondary Education, KNEC came up with a number of regulations, including the development of the proposed draft legislation on the administration of examinations and banning of mobile phones in the examination room; in 2009, the examination body reviewed its examinations timetable which saw the scrapping of examinations in the afternoons. Again, additional vehicles and security personnel were dispatched to support the administrator of examination papers being collected from KNEC headquarters a day or two before the date of the examination, as a way of minimizing the risk of examination leakages. However, despite that entire framework put in place, examination malpractices are still rampant in Kenya. The climax in cheating and exam leakages by use of technology in the (KCSE) has reached fever pitch in Kenya in 2010 (Muthaa, Muriungi & Njue, 2014).

The reoccurrence of examination malpractices, in spite of the efforts put to curb it, has worried countries so much that some of them decided to form amalgamations against the act; the West African Examinations Council (2016) highlighted of WAEC, a five member country (Nigeria, Ghana, Sierra Leone, Liberia and Gambia) of West Africa that charged universities and research institutions in member countries to beam their searchlight on examination malpractice.

Issues to be addressed include:

- treating examination malpractice as a critical national issue that requires urgent solutions
- WAEC appealed to education researchers to endeavor to make their research reports available, to guide member governments in policy formulation and implementation
- the council also urged national offices to deploy technology towards stemming examination malpractice in the council's objective questions in their countries.

It can be seen that examination malpractice is a real issue in Africa that need urgent address in order to improve the credibility of examinations and the education standards in the continent. The researchers for this study realized that a lot of study has been done in different aspects of examination malpractices in Africa. The researchers therefore made a detailed content analysis of the findings of these researches so as to come up with one document that can be used as an examination malpractices manual in a bid to curb examination malpractices in African schools.

1.1 Research Problem

Examinations are core to the academic experience of a student at any education level for they are meant to objectively assess the academic performance of a student. Examination results are a determinant factor to a student's progress and work opportunities later in life. This means that examinations should be conducted professionally so that they test what they should test while examination results reflect the true stance of a candidate. However, there is rampant examination

malpractice in Africa (Adeyemi, 2010; Mashanyare & Chinamasa 2014; Maheka 2015). Research shows that despite the high premium placed on examinations, examination malpractices are still on the increase (Maheka, 2015; Muthaa, Muriungi & Njue, 2014). This threatens the integrity of examinations and damages the authority of those responsible for conducting them. This content analysis is meant to bring together an examination malpractices manual from those who researched in this area using the following research questions:

1.2 Research Questions

The following research questions guided this study:

1. Which are the examination malpractices encountered by the National Examination Boards in Africa?
2. What are the causes of examination malpractices in Africa?
3. Who is involved in examination malpractices?
4. What are the effects of examination malpractices?
5. Which measures can be taken to curb examination malpractices?

2.0 RESEARCH METHODOLOGY

This study used Content Analysis, a research technique which is employed to make valid inferences by interpreting and coding related data. This Corpus based descriptive research employed a five-step qualitative data treatment process starting with (a) collecting related data (b) organizing and preparing data for analysis, (c) coding the data (d) identifying patterns and themes, and (e) interpreting the data.

By using Content Analysis, the researchers were able to work on large amounts of textual information and systematically identify, categorize and extract the information needed to answer the research questions of the study.

2.1 Data Collection

Researchers divided Africa into three distinctive regions, namely: South and Central, North and West as well as East Africa. They then collected examination malpractice data from researches that date back to 2010. Focus was on the abstracts, introductions, findings, conclusions and recommendations. This technique was found suitable for the study mainly because of the nature of the study; examination malpractice is a sensitive area that has attracted a huge corpus of research. It is apparent that when put together, the created corpus of fact cannot be compared to a single field study collection.

2.2 Reliability and Validity

Writing@CSU (2017) emphasized the issues of reliability and validity in qualitative research, specifically content analysis. It defined reliability of a content analysis study as its stability, that is, the tendency for coders to consistently re-code the same data in the same way over a period of

time. For this study, the coders (researchers) coded the information systematically (observing explicitly rules on Regional sampling of countries) and consistently according to research questions, this means that even if the data is recollected, the same information can be obtained.

It can be argued that validity was also achieved because the chosen procedure eventually came up with valid answers to the research questions.

It can therefore be concluded that the researchers put effort to overcome content analysis challenges by objective data collection (sourcing data from various African countries), following explicitly rules, coding schemes and systematic data analysis as well as ensuring reliability and validity, hence the generalizability of findings.

2.3 Data Analysis

Data Thinning: The first step on data analysis process was data thinning. Only relevant data, that could be used to answer the research questions, remained. The data was then organized ready for analysis.

Data coding: The researchers then identified patterns and common sequences in the data and organized it into smaller units in accordance to research questions ready for coding. The researchers set codes to the units of analysis: the research questions, that is, the examination malpractices encountered by the national examination boards, their causes, those involved in examination malpractices, the effects of examination malpractices and the measures that can be taken to curb examination malpractices. The coding was done manually reading through the text and manually writing down concept occurrences. This strategy allowed the researchers to analyze the data in accordance to the research questions of the study.

Identifying patterns and themes: Once the coding was done, the researchers examined the data and attempted to identify patterns and themes in the created research questions units.

Data interpretation: The researchers compressed findings into a coherent report drawing conclusions and generalizations on the findings.

3.0 EMERGING THEMES

When interpreting the data, the following themes emerged:

3.1 Examination malpractices encountered by the national examination boards

This study showed that there are many examination malpractices encountered by the national examination boards of countries in Africa. A study by Maheka (2015) on the nature of examination malpractices in selected secondary schools in Kitwe District, Zambia realized the following: examination leakage, impersonation, taking foreign material into the examination room, collusion, body writing or tattooing, hiding material in washrooms, taking in already answered scripts and replacing them with the answer script given to them, giraffing, text

messages and borrowing of stored material using cell phones as the main types of examination malpractice in Zambia.

Nyamoita and Otieno (2016) realized the major types of examination malpractice often witnessed in secondary schools as collusion to cheat/copying from one another, being in possession of foreign materials during examination, script swapping and leakages among others. Yahaya, Odebode, and Akinyemi (2017) found dubbing, sorting, girraffing, expo, writing on the body, use of sign language and use of cell phones as the main forms.

Similarly, in Ghana, Achio, Ameko, Kutsanedzie, Alhassan, Ganaa, (2012) categorized examination malpractice as follows: leakages; impersonation (representing and writing an examination for another fellow); cheating; plagiarism; fabricated course work; secretly breaking into staff office for question papers and / or answer scripts; writing on items; writing on parts of the body; using programmable calculators and other technological devices during examination; hiding materials in washrooms, pockets, private parts, pen corks, to be used, illegally, as reference materials; taking in already answered script and replacing them with the answer script given them; girraffing; illegally assisting candidates and colluding with members of staff to replace the original answered script with a prepared answered script.

3.2 Causes of examination malpractices in Africa

Many causes of examination malpractices have been revealed by research. Tawiah, Alberta, Bossman and Ata (2015) argued that one of the reasons why students engage in examination malpractice was due to the pressure of keeping up with high parental expectations of good performance. Mashanyare and Chinamasa (2014) found that schools examinations leakage in Zimbabwe are caused by use of public transport when transporting examinations, lack of security when distributing examinations from district examinations centers to schools and a demotivated teaching force working grudgingly for ZIMSEC.

In Ethiopia, Abera and Tesfaye (2016) affirmed that examination malpractices are caused by inadequate preparation among candidates, desire among candidates to pass examination, indiscipline among candidates, lack of effective supervision, competition among schools for good results and pressure from parents.

Nyamwange, Ondima, and Onderi (2013) found that the major factors influencing examination cheating include: examination anxiety, lack of facilities especially in schools, stiff competition among students and schools, poor preparations on all parties as well as poor invigilation of the examinations.

In Zambia, Maheka (2015) in a study realized learners' desire to pass the examinations, lack of confidence, fear of failure, worry of failing to get a certificate, the emphasis on obtaining a certificate to get a job, improper guidance by teachers to face examinations, frequent absenteeism and laziness as causes of examination malpractices. While in Ghana, Dughah (2015) found government's messing with the educational system at the pre-tertiary levels; the lowering of senior high school admission standards; a poorly structured (and poorly run) education system as the main causes.

In Nigeria, Petters and Okon (2014) found that societal preference for paper qualification, lack of positive self-concept, lack of effective study skills, inadequate preparation and laziness as major causes. While Onyibe and Uma (2015) found that perennial lack of political will on the part of government to enforce examination decrees and examination Malpractice Acts as weaknesses that make examination misconduct to remain on the increase in Nigeria. Adeyemi (2010) found similar causes, that is, indiscipline among students, non-implementation of the examination malpractices decree and the lack of effective supervision of students during examinations. Udoh (2011) also realized poor study habits, paucity of educational facilities and inability of schools to cover prescribed syllabuses as significant remote causes of examination malpractice in the same country, Nigeria.

Muthaa, Muriungi and Njue (2014) were motivated to carry out a study by the continued incidences of examination irregularities in Kenya despite the policies put in place by KNEC. They used a sample size of 120 security officers to find out their impact against examination malpractices. The study established that majority of the security officers were not oriented on examinations management, contrary to the critical role that they are expected to play in ensuring that the process is free from all forms of malpractices. This lack of training among the security officers on examinations management was the main cause for incompetence which was blamed on the cases of examination malpractices.

3.3 Those involved in examination malpractices

Research has exposed a sizable number of those who are involved in Examination malpractices. Nyamoita and Otieno (2016) in a study in Kenya found teachers and students in public secondary schools as key players in examination malpractices. Mashanyare and Chinamasa (2014) research findings revealed that examinations leaking can occur from the minister of education down to the classroom teacher. An outstanding report by Premium Times (2016) exposed a member of the Advisory Committee against Corruption who is also an Associate Professor and Faculty Dean who was embroiled in allegation that she cheated in an examination at the University of Jos (UNIJOS).

Maheka (2015) study in Zambia found that students: both male and females from both high socio- economic background as well as low socio- economic background from different schools: both government and private engage themselves in examination malpractice. On a similar note, Achio, Ameko, Kutsanedzie, Alhassan and Ganaa (2012) in Kenya found the following as personnel involved in examination malpractice: Examination bodies; school proprietors, teachers and supervisors; parents and guardians; examination contractors; students and candidates as well as examiners and examination moderators.

3.4 Impact of examination malpractices

Impact of examination malpractices is huge on countries and individuals. Yahaya, Odebode, and Akinyemi (2017) realized that the menace of examination malpractice is very alarming. Countries' governments loose thousands of dollars when replacing papers that would have leaked (Mashanyare & Chinamasa, 2014; Udoh, 2011).

Petters and Okon (2014) realized discouragement of candidates from studying hard, denial of admission to deserving students, underachievement in labor market and overall reduction in quality of education as the main effects of examination malpractices. Udoh (2011) observed that persistent occurrence of examination malpractice in Nigeria has spawned heinous problems such as: compromised international credibility of academic certificates; declining education standards and placement of wrong people on positions of responsibilities.

Abera and Tesfaye (2016) argued that the consequences of examination malpractice are lack of confidence in the education system, high dropout rates from schools, discouragement of hard work, lowering of the standard of education and the decrease of validity and reliability of the whole measurement process.

3.5 Measures that can be taken to curb examination malpractices

In Africa, a huge research corpus has been compiled on the possible ways of curbing examination malpractices. Mashanyare and Chinamasa (2014) carried out a study with the aim of finding ways of reducing school examinations leakages in Zimbabwe. The study was motivated by their observation that school examinations were leaking in Zimbabwe with a huge economic loss on the country; since Zimbabwe uses a centralized examinations system, a leak of one paper affects the whole nation. Data was collected from ZIMSEC officials, school heads and teachers and students using a self-reporting questionnaire, students' essays and an analysis of newspaper reports. The study recommended the following as ways of curbing the problem: teachers should be paid for the services that they render to ZIMSEC because they are not employees of ZIMSEC. There is also need for ZIMSEC to contract transport providers for examination papers from district centers to each school. ZIMSEC can form a security unit against examinations leakages and there is need for debates on examinations leakages on mass media to raise public awareness.

Adeyemi (2010) called for increased efforts on effective supervision of students during examinations, for instance, checking for electronic devices on students before entering examination halls, termination of examination officials and teachers involved in perpetrating examination malpractices so as to deter others from doing the same.

Tawiah, Alberta, Bossman and Ata (2015) recommended withdrawal, rustications and imprisonment of culprits while Pana Press (2016) emphasized the idea of arresting the culprits. In Kenya, Muthaa, Muriungi and Njue (2014) recommended that governments should develop policies that ensure examinations are only manned by security officers trained on examination management and that security officers should be training on examinations management and their role expectations.

In Ethiopia, Abera and Tesfaye (2016) recommended that emphasis should be placed on moral instructions and value re-orientation of students by administrators in the schools to combat examination malpractice. Also, students should be taught the virtues of hard work, honesty and the dignity of labor, guidance and counseling services should be adopted in schools so as to reduce causes and mechanisms of examination malpractices. Finally, the Ethiopian Examination

Board collaboration with schools administration should go through close supervision during examination.

Yahaya, Odebode, and Akinyemi (2017) suggested that counsellors should enlighten candidates on the need to cultivate good reading and study habits and they should shun any form of examination malpractices. Counsellors should liaise with examination body officials to come up with more strict policies that would block all types of examination malpractices.

Maheka (2015) recommended schools to conduct intensified sensitization to both teachers and learners; the relevant Ministry, through the standards officers and school managers, should intensify monitoring in order to ensure quality delivery of lessons so as to develop confidence in learners; conduct student awareness campaigns and workshops to highlight the importance of the integrity of the education system and also to stiffen and enforce security policies.

Udoh (2011) suggested that the rising tide of examination crime could be tamed through the students and education stakeholders by exposing the influence of poor study habits, non-coverage of prescribed syllabuses and lack of educational facilities. He added that schools should be well equipped with needed educational facilities and further suggested that school counsellors should endeavor to use their initiative and assist students to see educational certificates as a means to an end and not an end in itself. This, he argued, can be accomplished through schedules of group counselling. Adeyemi (2010) aimed at attitudinal reorientation of the students. He extended the work of school counsellors to teachers whom they should remind of the importance of covering the syllabuses prescribed for the students within the regulated course work period.

Udoh (2011) also brought in the idea of incentives for highly performing students in the form of scholarship grants and tangible prizes so that they change their study habits. He concluded the whole matter saying that the war against examination malpractices should focus on the setting up of educational committees, panels of investigation and tribunals, the promulgation of decrees that warrants the culprit to be imprisoned for 21 years (Adeyemi, 2010 and Onyibe and Uma, 2015 proposed the same) as well as surveys and campaigns by non-governmental bodies, among other reactive measures so that the offenders can be punished, thus deterring others from future involvement.

Nyamoita and Otieno (2016) argued that strategies to effectively curb examination malpractices in public secondary schools in Kenya should include KNEC implementing the measures it has stipulated, identifying and prosecuting the KNEC officials involved in leakage, changing promotion policy, remunerating those involved in examination process well and on time, among others.

Nyamoita and Otieno (2016) recommended that school principals and teachers should be keen on having malpractice audit so as to track the malpractices that occur during assessments; KNEC should implement the measures it has put in to the letter by having the perpetrators prosecuted as stipulated so as to create confidence in all the stakeholders that it is committed to implementing its policies; awareness campaigns should be carried out on the effect of education malpractices; the Ministry of Education should revise its promotion policy so that it is not only academic performance that is used as the yardstick for promotion; abolishing ranking of schools since ranking pushes the principals to engage in examination malpractices so that their schools can be

among the top schools; the council should consider having the national examinations set and printed by a contracted firm preferably from outside the country.

Atabong, Okpala, Abondem and Essombe (2010) argued that in Africa, examination malpractice starts from the primary schools mostly caused by teachers at this level and gradually extends to secondary schools, colleges and finally, universities. They realized manual based exams as the main cause for rampant examination malpractices and they therefore suggested the implementation of an automated test taking, marking and instant printing of results.

Atabong et al (2010) went further to prescribe how an automated examination can be conducted: the automated test taking system is analyzed, designed and programmed. This program captures all questions by the lecturers and stores them alongside suggested answers for multiple choice questions and direct answers for “structural–blank” questions. An examinee registers for an examination in a process where his/her face is automatically scanned and printed on his registration slip. In the process of taking the examination, the face of the candidate is also automatically scanned and printed on his result report. At the end of the examination, the system publishes the result of the candidate as a report showing all the courses the candidate took and his/her detail performance including grades and rank depending on the number of candidates who took the same examination. Under such conditions, no interference of candidate, examiner or administrator is possible during and after the examination.

4.0 RESULTS AND DISCUSSION

Examination malpractices encountered by the national examination boards include the following: examination leakage, taking foreign material into the examination room, collusion, body writing, taking in already answered scripts and replacing them with the answer script given to them, giraffing, text messages and borrowing of stored material using cell phones, dubbing, sorting, expo, use of sign language, impersonation (representing and writing an examination for another fellow); cheating; hiding materials in washrooms, pockets, private parts, pen corks, to be used, illegally, as reference materials plagiarism; fabricated course work; secretly breaking into staff office for question papers and / or answer scripts; writing on items; using programmable calculators and other technological devices during examination; illegally assisting candidates and colluding with members of staff to replace the original answered script with a prepared answered one.

The causes of examination malpractices in Africa are: the pressure of keeping up with high parental expectations of good performance; use of public transport, lack of security from district examinations centers to schools; a demotivated teaching force working grudgingly against examination boards; inadequate preparation among candidates, indiscipline among candidates, lack of effective supervision, competition among schools for good results; examination anxiety, lack of facilities, inadequate invigilation of the examinations; improper guidance by teachers to face examinations, frequent absenteeism and laziness; lowering of senior high school admission standards; a poorly structured (and poorly run) education system; perennial lack of political will on the part of government to enforce examination decrees; non-implementation of the examination malpractices decree and the lack of effective supervision of students during examinations; poor study habits, paucity of educational facilities and inability of schools to cover prescribed syllabuses and, security officers who are not oriented on examinations management

contrary to the critical role that they are expected to play in ensuring that the process is free from all forms of malpractices.

Those involved in examination malpractices are teachers and students in public secondary schools as key players in examination malpractices; minister of education down to the classroom teacher; both male and females from both high socio- economic background and low socio-economic background and schools: both government and private; examination bodies; school proprietors, teachers and supervisors; parents and guardians; examination contractors; students and candidates as well as examiners and moderators.

Impact of examination malpractices is huge on countries and individuals. Countries' governments loose thousands of dollars when replacing papers that would have leaked; discouragement of candidates from studying hard, denial of admission to deserving students, underachievement in labor market and overall reduction in quality of education; compromised international credibility of academic certificates; declining education standards; placement of wrong people on positions of responsibilities; lack of confidence in our education system, high dropout rates from schools, discouragement on hard workers, lowering the standard of education and, decrease in validity and reliability of measurement process.

Measures that can be taken to curb examination malpractices: teachers should be paid for the services that they render to examination boards; examination boards to contract transport providers for examination papers from district centers to each school; examination boards to form security units against examinations leakages; debates on examinations leakages on mass media to raise public awareness; increased efforts on effective supervision of students during examinations; termination of examination officials and teachers involved in perpetrating examination malpractices; arresting of the culprits; governments should develop policies that ensure examinations are only manned by security officers trained on examination management; moral instructions and value re-orientation of students by administrators in the schools ; cultivation of good reading and study habits among students; establishment of more strict examination policies; awareness campaigns and workshops; needed educational facilities to be made available; incentives for highly performing students; setting up of educational committees, panels of investigation and tribunals; malpractice audit; abolishing ranking of schools since ranking pushes the principals to engage in examination malpractices; having the national examinations set and printed by a contracted firm preferably from outside the country and finally, introduction of automated test taking, marking and instant printing of results.

5.0 CONCLUSIONS AND RECOMMENDATIONS

It can be concluded that examination malpractices encountered by the national examination boards in Africa are variegated in nature for they range from official perpetuated malpractices such as examination leakages; illegal assisting candidates, poor invigilation and fabricated student course work. It also goes to students' acts like, taking foreign assisting materials into the examination room; using programmable calculators; body writing; impersonation and stealing examination question papers before the set date. This means that all those involved in

examination execution need to be skilled, alert, responsible and empowered so that they can help eradicate the above examination malpractices.

The study also concluded that the most common causes of malpractice in almost all countries studied are students' anxiety, undisciplined and uncommitted students, poor examination related facilities (for instance, transport, security, committed workers, and supportive government), lack of enforcing examination laws and the high stakes placed on the examinations as the basis for placement for both further education and the job market. These can be worked on by concerted effort from all the interested parties.

The study epitomized those involved in examination malpractices; they range from the minister of education down to the classroom teacher, including the students and parents. The impact of examination malpractices is felt by individuals and countries socially, economically and compromising international credibility of academic certificates. This brings in a great worry because almost every examination interested part can cheat.

The great hope from the study is that this study has concluded that it is possible to curb examination malpractices at all examination related levels, that is, student, teacher, examination boards, examination storage and transportation by providing necessary facilities, establishment of standing examination policies and decrees, proper training to all involved, awareness campaigns and workshops, arresting and terminating the culprits and abolishing ranking of schools per examination results.

This study recommends similar studies but mainly those associated with technologically run examinations.

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