

## CAUSES AND CONSEQUENCES OF EXAMINATION MALPRACTICE AMONG SECONDARY SCHOOLS IN KWARA STATE

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### Abstract

*This study examined causes and consequences of examination malpractice among secondary schools in Kwara State. This study adopted descriptive survey type. The population of this study comprised all public senior secondary school students in Kwara State. Simple random sampling technique was used to select 10 public senior secondary schools in the state. Simple random sampling technique were used to select 20 students from each public senior secondary schools, making 200 public senior secondary school II students as respondents (sample) for the study. Examination Malpractice Scale by Ongong (2018) was used to collect necessary data. Descriptive statistic of frequency count and percentage was used to answer the demographic data of respondents, the research questions were answered by mean and ranking order while the research hypotheses were tested by t-test of inferential statistics at 0.05 level of significance. Findings revealed the causes and consequences of examination malpractice among secondary schools. It was also established that there was no significant difference in the causes and consequences of examination malpractice among secondary schools in Kwara State based on gender. Part of the recommendations stated that sound educational policy should be put in place to emphasise the supremacy of skills and professional competence over certificate. Religious and community leaders should be used to intervene on parents who insist on their children getting the best result without genuine efforts for it. School teachers should be motivated and remunerated adequately and learning environment made friendly so that they can do their work satisfactorily and cover the syllabus before examinations.*

**Keywords:** Causes, Consequences, Examination and Examination Malpractice,

### Introduction

The value and functionality of any educational system lie in its ability to actualize the goals of education. In educational systems, world over, the examination process makes the difference. The goals of national educational systems and indeed national development become like mirage if examination ethics is not encouraged and instituted (Nwadiani, 2015). Till date, examinations still remain the best tool for an objective assessment and evaluation of what learners have achieved after a period of schooling. Hence, any action that undermines examinations poses a great threat to the validity and reliability of examination results and certification.

Unfortunately, the process of examination in Nigeria secondary schools has become a “contemporary shame” (Nwadiani, 2015). This is because of the phenomenon of examination malpractice that has become endemic in the educational system. The Examination Malpractice Act (1999) explains examination malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the

validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued. Oluyeba and Daramola (cited in Alutu & Aluede, 2016) remarked that examination malpractice is any irregular behaviour exhibited by a candidate or anybody charged with the conduct of examination before, during or after the examination that contravenes the rules and regulations governing the conduct of such examination.

An examination is the main yardstick used for the measurement of a learner's achievement. Examinations on a wider perspective are used as an instrument for academic stratification, assessing grades, evaluating and accreditation. The end product of such a judgment is used for diagnosing placement, guidance, and certification. Examinations are also used to choose those who intend to enter into government services, state schools, and some other educational institutions. The bodies for these examinations are the West African Examinations Council (WAEC), the National Examinations Council (NECO), the Joint Admissions and Matriculation Board (JAMB), and the National Business and Technical Education Board (NABTEB). Examinations are either public or external and they are carried out on behalf of the state with opportunities given to those who meet the criteria (Akanni & Odojin, 2015). Public examinations provide an adequate basis for qualifying students' abilities and also to exert control over the attainment of the curricula across schools.

In Nigeria, all of the stakeholders of education and learners place their judgments on performance at public examinations (Anzene, 2019). Public examinations, therefore, seem to be the most popular parameter by which society judges the products of its educational system. This is because performance in public examinations is now used as a prerequisite for admission into other levels of schooling, job placements, and awards of certificate and diploma (Adegboyega, 2017).

Therefore, examination malpractice is any illegal act committed by a student single headedly or in collaboration with others; like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades (Jimoh, 2019). Examinations can be used to classify students into those with higher and lower abilities. Those with high abilities have a performance level above those with low abilities. This type of grading encourages some students to engage in examination malpractice in order to obtain good results. As such, to demonstrate that they too have high abilities, they take part in all kinds of vices, including examination malpractice (Idahosa, 2019). Examination malpractice may also be defined as any form of fraudulent activity by a learner with the mindset of getting better results than their actual level of intelligence and academics performance elaborates (Adegboyega, 2017).

Examination malpractice can be seen as any irregular behaviour (that contravenes examination rules and regulations) exhibited by a candidate or anybody charged with this type of conduct before, during, or after an examination. It is any improper action carried out before, during and after the examination with the intention of cheating or having an advantage (Idahosa 2019). It may also include exchange of the answer scripts by the candidates hence helping each other in answering a question the other is not conversant in claims. Some candidates forge results and certificates in order to better their results. With the current technological advancement some candidates also use mobile phones and other electronic gadgets into the examination hall (Nnam & Inah (2015).

In Nigeria, examination malpractice has continued to appear in different forms including the sale of examination question papers, the smuggling of relevant text materials into examination halls, impersonation, disorderliness in examination halls, and forgery of result slips (Nnam & Inah, 2015). Akanni (2015), identified a form of examination malpractice where there is a collusion among the candidates and the officials in charge of the examinations where the officials leak an information in the examination to the candidates. Impersonation is another type of examination malpractice which is practiced by candidates who are daring enough where other persons with a higher intelligence sits for the examination in place of the supposed candidate who was meant to sit for the examination. Candidates also write notes on the examination desks walls or their clothes or smuggle in foreign materials into the examination hall. Giraffing is another used method for the candidates to engage in the examination malpractice today whereby a candidate stretches their neck to get access to the work of their counterpart in their answer booklet where they try to transfer the same information on their answer booklet (Okon & Adie, 2016).

In some instances students may also pay the invigilators and supervisor some amount of money in order for them to be allowed to use illegal materials which they may have smuggled into the examination hall. Also, some invigilators and supervisors add time for the candidates deliberately hence, enabling them to gain an unfair advantage over the other candidates (Uzoigwe 2016). Nnam and Inah (2015), found that some candidates forge results and certificates in order to better their results. With the current technological advancement some candidates also use mobile phones and other electronic gadgets into the examination centers. In some cases the female students may also scribble notes on their thighs and attempt to read such notes during the examination with the hope that the invigilators will not dare to watch their thighs since they could be accused of sexual harassment.

Though examination malpractice is neither a recent phenomenon nor is it peculiar to Nigeria or Africa, the alarming rate of increase is a global issue (Awanbor, 2020). The alarming rate of increase in examination malpractice in secondary schools in Nigeria calls for concern from all stakeholders in the education sector. It has been widely reported that parents and teachers aid and abet examination malpractice directly or indirectly. Parents go to the extent of bribing their way through to ensure that their wards get unearned grades while teachers encourage examination malpractice because they lack the zeal to work but want to be praised for job not done (Alutu & Aluede, 2016). According to Aluede, (2016), the value system in Nigeria has broken down completely and so adults and youths alike act without moral scruples. This is the reason why examination malpractice still thrives despite its grave consequences on the social political and economic structures of the nation.

Examination Malpractice Act No. 33 of 1999 stipulates a minimum punishment of fifty thousand naira (#50,000.00) and a maximum of five years imprisonment, without option of fine, for violators of the offences stipulated in the Act. The offences are: cheating at examinations, stealing of question papers, impersonation, disturbances at examination, obstruction of supervision, forgery of result slip, breach of duty, conspiracy and aiding, etc. Government, examination bodies, and other concerned citizens have made a lot of efforts to forestall the incidences of examination malpractice and the problems associated with the conduct of examinations in Nigeria. Although the efforts seem to be yielding some results, yet incidences of examination malpractice still feature prominently in the

school system. In 2016, the Federal Ministry of Education blacklisted and derecognized 324 secondary schools across the nation as centres for conducting public examinations from 2007 to 2010 (Awanbor, 2020).

The western knowledge acquisition system or formal education is measured on certificates. Yet, certificate is not a full proof of knowledge retention. Before certificate is awarded, the students have to be assessed or examined in the field they have been trained. Nnam and Inah (2015) notes that examination is a yardstick against which students or candidates' competence and progress are formally measured and appraised in the education sector. According to Emaikwu (2017), examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this forms a feedback. George and Ojonemi (2018) opines 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.

Malik and Shah (1998) cited in Akaranga and Ongong (2018) observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not result. Hence, the result of such evaluation leads to wrong decision and judgement which affect the teacher, the learner, the entire education industry, as well as the society (Ojonemi et al., 2018). Whenever there is examination irregularity or malpractice, the validity and resulting outcome is questionable.

From all the definitions, it is clear that examination malpractice tends to confer undue advantage or undeserved grade to the perpetrators of the act. Again, it may be committed by not only the candidates but also by other bodies charged with the responsibilities of examination management. Undoubtedly, examination malpractice has been a social problem for decades, but the rate and manner it is perpetrated nowadays calls for serious concern. The rate of this crime has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of illegal practice or another, (Nnam & Inah, 2015; Ojonemi et al., 2018). Examination malpractices are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating.

### **Causes of Examination Malpractice**

Many reasons have been adduced to be the cause of the prevalent cases of examination malpractice. Petters and Okon (2018) identifies the causes to include fear of failure, craze for certificate, desire of parents to have their children in choice professions and university, pressure on students to pursue courses which they have no aptitude, pressure on teachers who want to gain favour of student and overcrowded sitting arrangement. George and Ukpong (2018) links the increasing rate of examination malpractice to poor teaching, ineffective preparation by students, ill-equipped library facilities, and dubious admission policy.

Akaranga and Ongong (2018) views the cause of examination malpractice to parental upbringing. They opined that because of social status and economic ability, most parents are easily persuaded to bribe their way through for the sole success of their children and self-gratification. According to Ejimogu (2020) cited in Nsisong (2021), general moral decadence and the high premium placed on achievement and certificates by Nigerians has in recent times spawned examination fraud. The overdependence on educational certificates as a measure of one's knowledge and competence has led to a mad rush by most people for educational certificates through unethical means.

The disjunction between culturally acclaimed goals and the institutionalized means of achieving these goals coupled with the cultural context of great emphasis on success-goals without equivalent emphasis upon institutional means of attaining these goals have created an environment that predisposes some students, teachers, parents and others to examination malpractice, (Jimoh, 2019). The Nigerian society today is characterized by a heavy emphasis on success and wealth without a corresponding emphasis on legitimate means and avenues to be used in achieving the success. The country has become a commercial venture and no longer a place for selfless service.

### **Consequences of Examination Malpractice**

In a society that examination malpractice is predominant, its impact are visibly seen in the type of human resources the education system has produced. Again, educational system strives to inculcate high level of discipline, diligence, moral love for others; to the recipients where the examination is fraught with malpractice, all the important feedback mechanism becomes defaulted and the educational system becomes distorted, (The CWO Voice, 2015).

Examination malpractice leads to irreversible loss of credibility. A country that becomes notorious in examination malpractice loses international credibility. The implication is that documents or certificates emanating from such country will be treated with suspicion as is the case of Nigeria today. Such country's educational institutions are as good as dead as far as international cooperation in education is concerned (Jimoh, 2019).

Examination malpractice has grave consequences on the individuals and institutions of learning, communities and the country at large. Dismissal, termination, loss of position, and lack of self-confidence are effects and have caused a lot of embarrassment and suffering to individuals, families and the nation. The guilty ones who were not caught and punished cannot defend the certificates procured not to talk of delivering at their duty posts.

The prevalent rate of bank failures, collapse of buildings, economic sabotage, vandalism, kidnapping/hostage taking for ransom, drug trafficking, fake drug manufacturing and sales are practical effects of moral decadence, emanating from examination malpractice. Effects of examination fraud are displayed in the filling stations, churches, homes, hospitals, markets and everywhere.

The fight against corruption cannot be realized if examination malpractice continues to be rampant in our educational system. As future leaders who have been equipped through a school system characterized by academic fraud and dishonesty, will certainly manifest this fraudulent behaviour in any organization they may found themselves. Those that

cheated to pass examination will cheat to get employed, have spouse, and even to win election through electoral violence or other sharp malpractices.

Other effects of examination malpractice includes discouragement of students from hard work, low productivity and poor job performances, bribery, corruption, and certificate racketeering. Examination malpractice with its disadvantages is affecting all the facets of the society negatively. The potentials of this nation will be difficult to be realized socially, economically, and technologically until the individuals, governments, and other stakeholders in the education sector collaborate to eradicate this malpractice.

Examination malpractice has proven to be a tug of war in the Nigerian educational system and this has caused some examination to lose credibility and expose the entire educational system to ridicule, to the extent that many students cannot defend their certificates and are not employable. Cheating in the examination has led to the cancellation of the results for the respective students who have been found to have cheated and hence such a student may have wasted the four years in high school.

The practice of examination malpractice also makes the public to lose faith and hope in national examination and further question the examination body for failure to execute its mandate of providing credible examination to the public. The parents for such students on the other hand may have struggled to raise the fees for such students only for the results to be cancelled and they may feel that their energy might have been wasted in raising of the fees for their children.

Examination malpractices have also discouraged the students from working hard in school since a short cut to getting good grades is available. This has also demotivated the students hence bringing about a culture of laziness in the secondary schools. Previous studies focuses on parental influence and teachers professionalism as factors of examination malpractice, not considering students perspective. Hence, this study seeks to examine the causes and consequences of examination malpractice as perceived by secondary school students in Kwara State.

### **Purpose of the Study**

The main aim of the study is to investigate the causes and consequences of examination malpractice as perceived by secondary school students in Kwara State. Specifically, this study intends to achieve the following:

- i. To find out the causes of examination malpractice as perceived by secondary school students in Kwara State.
- ii. To investigate the consequences of examination malpractice as perceived by secondary school students in Kwara State.
- iii. To unravel the differences in the causes of examination malpractice as perceived by secondary school students in Kwara State based on gender.
- iv. To examine the differences in the consequences of examination malpractice as perceived by secondary school students in Kwara State based on gender.

### **Research Questions**

The following research questions are raised to guide this study

- i. What are the causes of examination malpractice in Kwara State?
- ii. What are the consequences of examination malpractice in Kwara State?

### **Research Hypothesis**

The following research hypothesis is formulated to guide this study

- H<sub>01</sub>: There is no significant difference in the causes of examination malpractice secondary school students in Kwara State based on gender
- H<sub>02</sub>: There is no significant difference in the consequences of examination malpractice secondary schools in Kwara State based on gender

### **Methodology**

This study adopted descriptive survey. This was used to examine the causes and consequences of examination malpractices in Kwara State. The population of this study consisted of all secondary school students in Kwara State. Simple random sampling technique was used in this study. Ten public secondary schools were randomly sampled and 20 students were selected from each of the selected secondary schools. The participants for this were 200 randomly selected students from ten randomly selected public secondary schools in Kwara State.

Causes and Consequences of Examination Malpractice were measured by Ongong's Examination Malpractice Scale (EMS, 2018). Each of the instruments contains 10 items. The questionnaire were divided into sections A, B and C. Section A is meant to collect personal data of the respondents, Section B contained items on Causes of Examination Malpractice and Section C contains items on Consequences of Examination Malpractice. The instrument has four point rating scale; Strongly Agree(SA) =4, Agree (A)=3, Disagree(D)=2 and Strongly Disagree(SD)=1. The instrument was adapted. The set of two scores were correlated using Pearson Product Moment Correlation Coefficient and 0.72 reliability index was obtained.

The instruments for this study were personally administered by the researchers on the respondents in the sample schools. Before the administration of the questionnaire, the researcher introduced himself to the principals of the selected schools and informed them about his mission in the schools. Upon obtaining the required permissions from the authority of each school, the researcher administered the instrument on the respondents. The completed questionnaire was collected from the respondents in each of the sample schools by the researcher.

Descriptive statistic of frequency count and percentage were used to answer the demographic data of respondents, the research questions were answered by mean and ranking order while the research hypotheses were tested by t-test of inferential statistics at 0.05 level of significance.

### **Results**

The data presented in Table 1 shows the demographic characteristics of the respondents using frequency and percentages.

**Table 1: Distribution of the Respondents by Gender, Age, Class, Religion**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	97	48.5
Female	103	51.5
Total	200	100.0
<b>Age</b>		
13 – 15 years	57	28.5
16 -18 years	143	71.5
Total	200	100.0
<b>Class</b>		
SSS II	200	100.0
Total	200	100.0
<b>Religion</b>		
Christian	89	44.5
Muslim	111	55.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 1 revealed that out of the 200 respondents that participated in the study, 97 (48.5% of the respondents) were male, while 103 (51.5% of the respondents) were female. This implies that there were more female respondents than male respondents in this study. Also, out of the 200 respondents that participated in the study, 57(28.5% of the respondents) were between the ages 13 – 15 years, while 143 (71.5% of the respondents) were between the ages 16-18 years. This shows that the majority of the respondents in this study were between the ages 16-18 years. Furthermore, since SSS II is the target population of the study, therefore the sample were 200 (100.0%) respondents that participated in the study. More so, out of the 200 respondents that participated in the study, 89 (44.5% of the respondents) were Christians while 111 (55.5% of the respondents) were Muslims. This implies that there were more respondents that were Muslims than Christians in this study.

Research Question 1: *What are the causes of examination malpractice of secondary schools in Kwara State?*

**Table 2: Ranking Order of causes of examination malpractice secondary schools in Kwara State**

<b>S/N</b>	<b>Items</b>	<b>Mean</b>	<b>Ranking</b>
2.	High pressure for certificate causes examination malpractice	3.32	1 <sup>st</sup> .
7.	lack of preparation or in-adequate preparation for examination by students causes examination malpractice	3.23	2 <sup>nd</sup>
10.	Negative peer influence causes students to engage in examination malpractice	3.10	3 <sup>rd</sup>
1.	Fear of academic failure causes examination malpractice	2.72	4 <sup>th</sup>
3.	Desire of parents to have their children in choice of professions they wish causes examination malpractice	2.70	5 <sup>th</sup>
11.	High level of moral decadence causes examination malpractice	2.66	6 <sup>th</sup>
4.	Pressure on students to pursue courses which they have no aptitude	2.65	7 <sup>th</sup>
9.	inadequate of viable teaching materials/ equipment causes	2.57	8 <sup>th</sup>



	examination malpractice		
8.	Ill-equipped library facilities causes examination malpractice	2.40	9 <sup>th</sup>
6.	Poor teaching method adopted by teachers causes examination malpractice	2.31	10 <sup>th</sup>
5.	Overcrowded of students in the classroom causes examination malpractice	2.27	11 <sup>th</sup>

**Source:** Field Survey, 2022

Table 2 indicates that 200 respondents participated in this study. The major causes of examination malpractice as perceived by secondary school students in Kwara State was ‘High pressure for certificate causes examination malpractice which has a mean score of 3.32 (1st), ‘lack of preparation or in-adequate preparation for examination by students causes examination malpractice’ which has a mean score of 3.23 (2nd), and ‘Negative peer influence causes students to engage in examination malpractice’ which has a mean score of 3.10 (3rd). Also, ‘Fear of academic failure causes examination malpractice which have a mean score of 2.72 (4th). ‘ Desire of parents to have their children in choice of professions they wish causes examination malpractice’ has a mean score of 2.70 (5th), ‘High level of moral decadence causes examination malpractice’ which has a mean score of 2.66 (6th), Pressure on students to pursue courses which they have no aptitude’ has a mean score of 2.65 (7th) and inadequate of viable teaching materials/ equipment causes examination malpractice has a mean score of 2.57 (8th) while other statements have a mean score that below the 2.50 benchmark.

Research Question 2: *What are the consequences of examination malpractice of secondary schools in Kwara State?*

**Table 3: Ranking Order of Consequences of Examination Malpractice of secondary schools in Kwara State**

S/N	Items	Mean	Ranking
7	It renders the goals of education invalid	3.39	1 <sup>st</sup>
3	It leads to lack of self-confidence on the obtained certificate	3.26	2 <sup>nd</sup>
6	It deprives innocent student from due recognition academically	2.95	3 <sup>rd</sup>
5	It discourages of good students from studying hard	2.89	4 <sup>th</sup>
2	It produces candidates with low morale and academic values	2.67	5 <sup>th</sup>
1	It increases lack of academic confidence among students	2.60	6 <sup>th</sup>
4	It causes a lot of embarrassment for those who are caught	2.55	7 <sup>th</sup>

**Source:** Field Survey, 2022

Table 3 indicates that 200 respondents participated in this study. The main consequences of examination malpractice as perceived by secondary school students in Kwara State was that ‘It renders the goals of education invalid’ which has a mean score of 3.39 (1st), ‘It leads to lack of self-confidence on the obtained certificate’ has a mean score of 3.26 (2nd), ‘It deprives innocent student from due recognition academically’ has a mean score of 2.95 (3rd), ‘It discourages of good students from studying hard’ has a mean score of 2.89 (4th), ‘It produces candidates with low morale and academic values’ has a mean score of 2.67 (5th), ‘It increases lack of academic confidence among students’ has a mean score of 2.60 (6th), ‘It causes a lot of embarrassment for those who are caught’ has

a mean score of 2.55 (7th), and ‘It leads to dissatisfaction on the part of the candidates’ has a mean score of 2.50 (8th).

### Hypotheses Testing

#### Research Hypothesis One:

*There is no significant difference in the causes of examination malpractice of secondary school students in Kwara State based on gender.*

**Table 4: Mean, Standard Deviation and t-test Analysis of Difference in the Causes of Examination Malpractice of secondary schools in Kwara State based on Gender**

Gender	N	Mean	SD	Df	T-cal	Sig. (2-tailed)	Decision
Male	97	37.61	10.79	198	1.65	1.98	Not rejected
Female	103	39.39	11.43				

P>0.05

As shown on Table 4, male respondents had a mean score of 37.61 with a standard deviation of 10.79, while female respondents had mean score of 39.39 with a standard deviation of 11.43. The calculated t-value was 1.65, while its calculated significance value was 0.11 of df 198 at alpha level of 0.05. On this basis, null hypothesis one was therefore not rejected. This means that there was no significant difference in the causes of examination malpractice as perceived by secondary school students in Kwara State based on gender. The reason was that the calculated significance value (0.11) was greater than 0.05 level ( $p > 0.05$ ).

Research Hypothesis Two: *There is no significant difference in the consequences of examination malpractice of secondary schools in Kwara State based on gender.*

**Table 5: Mean, Standard Deviation and t-test Analysis of Difference in the Consequences of Examination Malpractice of secondary schools in Kwara State Based on Gender**

Gender	N	Mean	SD	Df	T-cal	Sig. (2-tailed)	Decision
Male	97	15.18	2.99	198	0.11	0.92	Not Rejected
Female	103	15.15	3.33				

P>0.0

As shown on Table 5, male respondents had a mean score of 15.18 with a standard deviation of 2.99, while female respondents had a mean score of 15.15 with a standard deviation of 3.33. The calculated t-value was 0.11, while its calculated significance value was 0.92 of df 2/538 at alpha level of 0.05. On this basis, null hypothesis two was therefore not rejected. This means that there was no significant difference in the consequences of examination malpractice as perceived by secondary school students in

Kwara State based on gender. The reason was that the calculated significance value (0.92) was greater than 0.05 level ( $p > 0.05$ ).

## **Discussion**

This study examined causes and consequences of examination malpractice of secondary school students in Kwara State. From the analysis presented, the following discussions of the findings were made.

Research Question one study revealed that the major causes of examination malpractice of secondary school in Kwara State include high pressure for certificate causes examination malpractice, 'lack of preparation or in-adequate preparation for examination by students causes examination malpractice', and 'Negative peer influence causes students to engage in examination malpractice', Also, 'Fear of academic failure causes examination malpractice. Desire of parents to have their children in choice of professions they wish causes examination malpractice, 'High level of moral decadence causes examination malpractice, Pressure on students to pursue courses which they have no aptitude' and inadequate of viable teaching materials/ equipment causes examination malpractice. This finding supports that of Okon and Adie (2016) who in their studies reported that an array of factors were responsible for examination malpractice in Nigeria which included what most respondents called the "wrong value system which leads to serious quests for certification instead of knowledge and skills", These factors included laziness, a lack of preparation or in-adequate preparation for the examination, a lack of self-confidence, poor school facilities, poor invigilation, and weak parental factors.

Research Question two revealed that the main consequences of examination malpractice of secondary schools in Kwara State was that 'It renders the goals of education invalid, It leads to lack of self-confidence on the obtained certificate, It deprives innocent student from due recognition academically', 'It discourages of good students from studying hard', 'It produces candidates with low morale and academic values', 'It increases lack of academic confidence among students', 'It causes a lot of embarrassment for those who are caught', and 'It leads to dissatisfaction on the part of the candidates. This finding is congruent with that of Uzoigwe (2015) and Okon and Adie (2016) who found that candidates/students who would ordinarily be working hard to pass their examinations now depend on quick arrangements since they believe so much in such arrangements as they rarely failed.

Research Hypothesis One revealed that there was no significant difference in the causes of examination malpractice of secondary schools in Kwara State based on gender. This finding is congruent with that of Emaikwu (2017) and Petters and Okon (2018) who reported that there was no significant difference in the male and female causes of examination malpractice in secondary schools in Nigeria. More so, it found that perceptions of teachers do not differ on the causes and effect of examination malpractice in senior secondary in Enugu State based on gender.

Research Hypothesis two revealed that there was no significant difference in the consequences of examination malpractice of secondary schools in Kwara State based on gender based on age. This finding corroborates with that of George and Ukpung (2018) found that consequences of Examination malpractices breed unqualified and unskillful

product of the school system and lowers the standard of education certificate in a country. It also paints the country or state in bad light to external communities.

## Conclusion

Based on the findings of this study, it was concluded that there is existing of examination malpractice and consequences as perceived by secondary school students in Kwara State, the causes include the followings high pressure for certificate causes examination malpractice, 'lack of preparation or in-adequate preparation for examination by students causes examination malpractice', and 'Negative peer influence causes students to engage in examination malpractice', Also, 'Fear of academic failure causes examination malpractice. Desire of parents to have their children in choice of professions they wish causes examination malpractice, 'high level of moral decadence. Also, examination malpractice has the followings consequences it renders the goals of education invalid, It leads to lack of self-confidence on the obtained certificate, It deprives innocent student from due recognition academically', 'It discourages of good students from studying hard', 'It produces candidates with low morale and academic values', 'It increases lack of academic confidence among students', 'It causes a lot of embarrassment for those who are caught', and 'It leads to dissatisfaction on the part of the candidates. There was no significant difference in the causes and consequences of examination malpractice as perceived by secondary school students in Kwara State based on gender.

## Recommendations

The following recommendations were made based on the findings of the study.

1. Sound educational policy should be put in place with de-emphasis on the supremacy of certificates over skills and professional competence.
2. Religious and community leaders should be used to intervene on parents who insist on their children getting the best result without genuine efforts for it.
3. School teachers should be motivated and remunerated adequately and learning environment made friendly so that they can do their work satisfactorily and cover the syllabus before examinations.
4. Education officers and school heads through the school counsellor should intensify sensitisations to learners on the dangers and consequences of engaging in examination malpractices. Learners should be made to understand the effects of examination malpractice before the commencement of examinations so as to reduce the likelihood of engaging in examination malpractice.

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