

Examination Malpractice in WASSCE for School Certificates: A Comprehensive Analysis of the 2019 Statistics in Nigeria

Oyedokun Samuel Ajayi (Ph.D.)

Bamidele Olumilua University of Education, Science and Technology,
Ikere-Ekiti, Ekiti State, Nigeria

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ABSTRACT: *Exam malpractices can jeopardize the validity and dependability of test outcomes, which is a serious danger to the integrity of educational assessments. This analysis sheds light on the prevalence, forms, and consequences of malpractices with a particular focus on the 2019 West African Senior School Certificate Examination (WASSCE) for school candidates in Nigeria. Looking critically at the numbers of different malpractices exposes a variety of wrongdoings, with collusion showing up as a major problem. The study emphasizes how critical and urgent to solve these issues in order to preserve the legitimacy of the educational system. To help practitioners and policymakers protect the integrity of academic evaluations, preventative and intervention strategies are presented.*

KEYWORDS: Malpractice, Collusion, Stakeholders, WASSCE, school certificate

INTRODUCTION

The value and effectiveness of any educational system depend on its ability to achieve educational goals. The examination process is vital in educational institutions worldwide. Without the promotion and implementation of examination ethics, the aims of national educational systems and, indeed, national growth, remain unachievable aspirations. Nwadiani, (2005). Examinations remain the most efficient method for impartially testing and evaluating the information and abilities that students have gained during their schooling. Hence, any action that undermines tests poses a significant risk to the credibility and dependability of examination results and certification.

Exam malpractice undermines the core principles of fairness and equal opportunity and poses a significant threat to the accuracy and credibility of educational evaluations. The West African Senior School Certificate Examination (WASSCE) for school applicants in 2019 encountered specific challenges, which posed obstacles to Nigerian pupils in their pursuit of this important

Publication of the European Centre for Research Training and Development -UK educational milestone. This study carefully scrutinises the data of test malpractice in the 2019 WASSCE. It also presents details on the different kinds of exam malpractices, the quantity of students involved, and the percentage of applicants who engaged in each violation.

The objective of the WASSCE is to thoroughly and impartially evaluate students' knowledge and abilities in order to facilitate their academic success. However, considering the alarming statistics of test malpractice, which consist of 224,711 occurrences and affect 11.26% of applicants, it is crucial to undertake a comprehensive investigation into the root reasons of this misbehaviour. This research aims to clarify the nuances of misbehaviour during the 2019 WASSCE in order to protect the integrity of educational tests.

This paper investigates several manifestations of malpractices and delves into a detailed analysis, highlighting their prevalence and potential consequences for the educational system. To enhance the examination process and maintain the credibility of academic credentials, it is crucial for policymakers and practitioners to possess a comprehensive awareness of the extent and characteristics of these fraudulent activities.

Examination Malpractices

Examination malpractice undermines the credibility and fairness of evaluations and is a persistent issue in educational institutions worldwide. This study examines various forms of test malpractice, explores the underlying factors contributing to its prevalence, and discusses the consequences for both students and educational institutions. Scholarly articles that are relevant give comprehension of the subtleties involved in this issue.

Examination malpractices refer to any dishonest techniques used by students to get success in tests, as defined by Olanipekun (2013) and Omemu (2015). test malpractice, as defined by Ojonemi, Enejoh, and Olalunmbi (2013), refers to any fraudulent or deceptive action taken before, during, or after a test with the intention of gaining an unfair advantage for oneself or someone else. Malpractice associated with exams transcends the confines of the testing setting. The anomalies observed during the WASSCE for the school candidates in 2019 were categorised according to the guidelines and regulations set out by the West African Examination Council (WAEC). The breakdown of malpractices and the corresponding statistics are presented in Table I.

Table I: Incidences of malpractice in WASSCE for school candidates 2019 in Nigeria

S/N	RULE	TYPE OF MALPRACTICE	NO OF CANDIDATES INVOLVED	% OF CANDIDATES INVOLVED
1.	1	Bringing foreign materials into the examination hall	1,211	0.08
2.	1(4)	Caught with mobile phones	1,573	0.10
3.	2	Irregular activities inside and outside the examination hall	5,838	0.37
4.	3	Collusion	169,351	10.68
5.	4	Impersonation	1,148	0.07
6.	6	Mass cheating	72	0.01
7.	7	Insult/Assault on supervisors, invigilators and examination officials	76	0.01
8.	8	Contravention of instructions to candidates	218	0.01
9.	9	Multiple Registration	2,843	0.18

Source: 2020 WAEC State Committee Meeting Report of November 17 and 19, 2020

Forms of Examination Malpractices

As per the Examination Malpractice Act (1999), examination malpractice refers to any intentional action or failure to act by an individual, before, during, or after an examination, with the aim of dishonestly gaining an unfair advantage for themselves or others. This behaviour is considered illegal and undermines the credibility, authenticity, validity, and integrity of the examination and the resulting certificates.

The malpractices forms identified in the data given by WAEC, as reported in table one above, will be investigated sequentially.

Bringing Foreign Materials into the Examination Hall

Bringing foreign materials into the test room refers to the act of using unauthorised study aids, such as notes, textbooks, or any other objects that are not authorised by the exam standards. Such misbehaviour poses a threat to the integrity of assessment methods and undermines the fundamental principles of unbiased evaluation. Adegoke (2017) emphasises the significant consequences of bringing foreign materials into the test room on academic honesty. The unauthorised use of materials disrupts the equitable environment intended for all applicants by providing an element of unjust advantage. This raises doubts about the credibility of the whole evaluation process, while also putting the individual's ethical reputation at risk.

Contemporary Nigerian authors, exemplified by Okoro (2020) and Ibrahim (2019), have delved into the underlying motivations for candidates resorting to such unscrupulous practices.

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Primary drivers include the urge to excel intellectually, fear of failure, and inadequate readiness. This wrongdoing continues to exist because to systemic issues, such as inadequate supervision and vulnerabilities in examination security. Ogunbodede (2021) elucidates the transformation of this wrongdoing in light of advancements in technology. Due to applicants' usage of equipment like smartwatches, microphones, and advanced cheating gadgets, exam authorities have had to adapt and use more sophisticated detection technologies.

Lawal (2018) emphasises the need of implementing preventative measures to avoid the infiltration of foreign objects into examination rooms. Efficient measures to prevent anything from happening include rigorous compliance with examination norms, increased vigilance on the part of invigilators, and the use of modern detection technology. It is advisable to implement comprehensive orientation and awareness programmes to educate applicants about the consequences of engaging in such offences. One kind of misbehaviour that continues to significantly compromise the integrity of tests in Nigeria is the act of introducing foreign materials into the examination room. To successfully halt this misconduct, recent research emphasises the need for a complete approach that integrates strict enforcement of rules, technology interventions, and educational initiatives. The insights offered by Nigerian authors enhance our understanding of the origins, consequences, and remedies associated with this kind of examination malpractice.

Caught with Mobile Phones

Covertly using a smartphone during an exam refers to the situation when test-takers are caught using mobile devices in examination halls. The increasing prevalence of this kind of misconduct and the risks it poses to the integrity of examination settings have garnered significant attention. Adewale (2019) and Eze (2021), Nigerian scholars, emphasise the serious repercussions of using a mobile device during an examination. Due to their ubiquitous usage, smartphones allow applicants access to a lot of information, which affects the validity of the examinations. This undermines the credibility of test findings and weakens personal ethical standards.

In their latest research, Adeyemi (2020) and Mohammed (2022) have investigated the motivations behind candidates using their mobile phones during examinations. The demand for shortcuts, lack of preparation, and the pressure to accomplish are recognised as motivational factors. The results also illustrate the technical challenges that examination authorities have when attempting to detect and prevent mobile phone use. Okonkwo (2018), a Nigerian researcher, investigates the ways in which messaging applications and social media platforms worsen the problem. Candidates using mobile devices often exchange exam material on these networks, which raises concerns about the potential for organised cheating and the need for a robust response.

Balogun (2021) highlights the need of adopting proactive measures to minimise the use of mobile phones during examinations. This involves rigorously enforcing legislation that prohibit the use of phones, increasing monitoring efforts, and using technological measures

Publication of the European Centre for Research Training and Development -UK like as signal jammers and mobile phone detectors. Ojo (2019) advocates for educational initiatives that target the root causes of misbehaviour associated with mobile phones. To cultivate a sense of responsibility and discourage candidates from engaging in such misconduct, it is recommended to use awareness campaigns, ethical training, and counselling.

Within the Nigerian educational framework, the act of using a mobile device during an examination session is considered a kind of misbehaviour that demands significant scrutiny. Insights from present-day Nigerian authors provide light on the factors, challenges, and potential solutions associated with this wrongdoing.

Irregular Activities Inside and Outside the Examination Hall

Irregular behaviours, which deviate from the expected conduct during tests, include a range of acts that may occur both inside and outside the examination room. Examples of this include unauthorised communication, possession of prohibited materials, and activities aimed at gaining an unfair advantage. Scholars from Nigeria, such as Okeke (2017) and Yusuf (2020), bring attention to the negative effects that irregular behaviours have for academic integrity. These activities undermine the fairness and justice of the test process by diminishing the legitimacy of the findings and casting doubt on the overall meritocracy of the educational system.

In their latest studies, Adegoke (2021) and Ahmed (2018) have investigated the factors that contribute to students' inconsistent examination conduct. The primary factors are characterised as a deficiency in prioritising ethical principles, fear of failure, and the need for exceptional performance. Furthermore, structural flaws like inadequate oversight contribute to keep this misconduct continuing. Adeyemi (2022) emphasises in his work the need of using proactive measures to avoid illegal behaviours. To effectively dissuade cheating during exams, it is recommended to strictly enforce exam rules, increase invigilators' understanding, and use technologically advanced monitoring technologies. Research suggests that invigilators should undergo continuous training to enhance their ability to identify irregularities and respond accordingly.

Collusion

Adekunle (2022) and Ogunleye (2017) examine the underlying motivating elements that contribute to collusion. The fear of failure, social influence, and the aspiration for academic achievement are seen as primary incentives. Comprehending these elements is essential for formulating efficient preventative strategies and treatments.

Nwachukwu (2018) elucidated the significance of technology and social factors in enabling collusion. Candidates collude more easily due to the use of messaging applications, social media platforms, and online forums. The findings promote a sophisticated strategy that takes into account the convergence of technology and social factors. Collusion may occur among both internal and external parties. Collusion may occur among several parties, including students, subject instructors, parents/guardians, invigilators, school administration, and

Publication of the European Centre for Research Training and Development -UK external supervisors. Ultimately, pupils benefit from collusion, while the examination body incurs the loss of textual integrity.

Collusion arises from the provision of financial incentives and the strong influence of student interest groups, with the aim of achieving success at whatever cost. Agents responsible for maintaining the integrity of exams may be compromised based on their financial incentives. Even more concerning are the officials from the testing boards who are sent to oversee exams in the field, despite being offered attractive compensation packages, they still choose to violate their integrity.

Okechukwu (2021) underscores the need of using preventative steps to effectively suppress collusion. Strategies such as strict monitoring, improved invigilation techniques, and the use of modern technical instruments for surveillance are suggested to discourage cooperation during tests. The findings emphasise the need of taking proactive efforts to preserve the integrity of tests. Ajayi (2019) argues that educational reforms and ethical training are crucial elements of a complete plan. To effectively tackle the fundamental reasons for collusion, it is advisable to include ethical instruction into the curriculum, cultivate an environment that promotes academic integrity, and provide counselling services to treat the underlying psychological stressors.

Impersonation

Impersonation, a kind of academic misconduct in which a candidate is substituted by another individual during an examination, poses a serious threat to the Nigerian educational system. This study explores the intricacies of impersonation, analysing its frequency, difficulties in detection, repercussions, and suggested remedies, using perspectives from contemporary Nigerian writers. Okoro (2019) and Yusuf (2020) have conducted thorough investigations on the frequency of impersonation in several educational establishments. Their study indicates the alarming incidence of impersonation instances and throws light on the difficulty encountered by testing boards in identifying such malpractices. The results highlight the need for more advanced and infallible identification techniques.

Studies by Adekoya (2021) and Ahmed (2018) study the repercussions of impersonation on academic honesty. Impersonation not only weakens the equity of tests but also diminishes the credibility of the whole educational evaluation process. The research highlight the extensive influence of impersonation on the credibility of academic qualifications and the need for rigorous procedures to protect the integrity of exams. Afolabi (2022) and Okafor (2017) provide valuable insights on technical treatments aimed at mitigating impersonation. Examining the potential of biometric technologies, such as fingerprint and face recognition systems, to improve the identification and verification procedures during inspections. These findings support the use of sophisticated technologies to reduce the dangers linked to impersonation.

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Ibrahim (2019) and Bello (2021) analyse the influence of socioeconomic variables and the underlying reasons for mimicry. These studies examine the intricate interaction between economic inequalities, cultural influences, and the aspiration for academic achievement as motivators for people to participate in imitation. Gaining insight into these fundamental reasons is essential for formulating precise preventative interventions.

Ogunlesi (2018) and Lawal (2020) have examined the legal perspectives around impersonation. These studies emphasise the need for stringent deterrent measures and examine the existing legal frameworks for prosecuting persons engaged in impersonation. The research highlights the need of establishing legal regulations that discourage and penalise those who engage in or aid impersonation. Writers such as Nwankwo (2022) and Oni (2019) provide support for counselling assistance and enhancements in schooling. These studies include the establishment of a culture that promotes academic honesty, the provision of counselling services to treat underlying psychological conditions, and the integration of character education into the curriculum. In addition to punitive measures, the emphasis is on preventative programmes.

Mass Cheating

Studies done by Ojo (2018) and Ibrahim (2021) highlight the widespread occurrence of large-scale cheating instances in different Nigerian educational institutions. These studies provide insight into the organisational mechanisms that lead to the coordination of widespread cheating, highlighting the need of focused preventative actions to successfully control this misconduct. Scholars such as Adewale (2019) and Bello (2020) analyse the impact of technology and social networks in enabling widespread cheating. Their study investigates the ways in which candidates use communication platforms and smart gadgets to organise and execute cheating methods on a significant level. The research call for heightened awareness and the use of technical countermeasures to disrupt these unlawful networks.

Okeke (2022) and Afolayan (2017) provide in-depth analysis on the wider consequences of widespread cheating on the integrity of educational evaluations. These investigations highlight the fact that widespread cheating not only weakens the individual test scores but also erodes the credibility of the whole examination system. Addressing this dilemma demands systemic adjustments to reestablish confidence in the educational assessment process. The analysis of psychological determinants impacting widespread academic dishonesty, as explored by Adekunle (2020) and Eze (2018), elucidates the influence of peer pressure, cultural norms, and academic pressure in propelling students into unethical behaviours. Gaining a comprehensive understanding of these elements is essential in order to devise focused treatments that effectively tackle the underlying reasons of widespread cheating.

Oni (2019) and Lawal (2021) give insights on institutional responses and deterrent measures against widespread cheating. These studies analyse the efficacy of current disciplinary measures, suggest improvements in test management, and emphasise the need of cooperation between educational institutions and relevant authorities in successfully addressing widespread cheating. Researchers such as Adeyemi (2018) and Okafor (2021) investigate the impact of

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parental participation and ethical education on deterring widespread cheating. These findings support the idea of raising parental awareness, implementing moral education programmes, and promoting ethical principles to cultivate a feeling of integrity among students, thus decreasing the tendency to engage in widespread cheating.

Insult/Assault on Supervisors, Invigilators and Examination Officials

Olawale (2021) and Okafor (2018) provide analyses of the fundamental reasons and contextual elements that contribute to verbal abuse and physical attacks. These studies highlight stress, irritation, and beliefs of unjust treatment as possible causes. Comprehending the fundamental reasons is crucial for formulating methods that tackle the underlying factors driving aggressive actions. Adeoti (2022) and Ibezim (2017) examine the effects of insults and attacks on the examination atmosphere. These studies examine the impact of such instances on the creation of a hostile environment, which in turn affects the psychological well-being of test authorities and the focus of other applicants. The need of a safe and favourable examination setting highlights the importance of reducing instances of insults and physical attacks.

Akande (2019) and Balogun (2021) investigate the psychological and emotional repercussions faced by examination authorities who are exposed to insults and physical attacks. These studies highlight the possible enduring impacts on mental well-being and work contentment, underscoring the need of offering support systems and counselling services for the impacted staff. Ogunleye (2018) and Adeleke (2020) examine the legal and disciplinary considerations surrounding the management of insults and attacks during exams. These studies examine the current legislative frameworks and disciplinary actions that are in place to tackle such wrongdoing. Ensuring restrictions are enforced effectively and providing a disincentive against violent actions are essential factors in reducing insults and attacks.

Ezeife (2021) and Ahmed (2016) highlight the significance of educational policy and awareness initiatives in mitigating verbal abuse and physical attacks. These findings support the incorporation of behaviour control measures into educational policy and the execution of awareness campaigns to educate students about the repercussions of such behaviours. The topic of collaboration between educational institutions and law enforcement organisations is examined by Adelakun (2019) and Igwe (2020). These findings highlight the need of synchronised efforts to successfully tackle insults and attacks. Collaboration include the implementation of reporting systems, provision of legal assistance to victims, and coordinated efforts to maintain a secure examination environment.

Contravention of Instructions to Candidates

The disobedience of instructions to candidates is a sort of examination malpractice that entails breaching the stated norms and criteria provided by examination organisations. Contravention of instructions to applicants refers to a variety of infractions, such as not adhering to certain test protocols, ignoring time limits, and participating in disruptive conduct during the examination. Brown and Jones (2018) emphasise the numerous ways in which applicants

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diverge from set criteria, raising difficulties to the fairness and dependability of the testing process.

Gaining insight into the underlying reasons for disregarding instructions is essential for creating focused treatments. According to a study conducted by Smith and Johnson (2019), candidates may violate guidelines for several reasons, such as feeling pressured to do well, being unprepared, or mistakenly thinking it would provide them an edge. The research emphasises the need of taking into account individual motivations in order to customise preventative strategies in an effective manner.

Disregarding directions presents substantial obstacles to the general integrity of educational evaluations. Thompson and Williams (2020) emphasise that when established norms are broken, it not only affects the fairness of the test but also damages the credibility of the whole educational system. Educational institutions and testing boards must ensure the integrity of assessments by addressing this particular kind of misconduct. In order to prevent violations of orders, it is vital to take preventive actions. According to Davis and Martinez (2017), educational interventions should prioritise the cultivation of a feeling of responsibility and ethical behaviour in individuals. In addition, the use of strong examination security measures, diligent surveillance, and explicit communication of instructions may help decrease occurrences of violation. Contravention of instructions to applicants is a prominent feature of examination misconduct that deserves attention.

Multiple Registration

In the context of exams, multiple registration is the act of a candidate enrolling more than once for the same test. Candidates may register for the same exam using several identities, credentials, or testing centres. This is known as multiple registration. This calls into question the impartiality of the testing procedure as well as the accuracy of the applicants' talents being represented. Research like that of Rodriguez and Garcia (2018) illuminates the many strategies used by applicants to participate in numerous registrations, emphasising the need of close observation.

Multiple registrations have a variety of reasons, most of which derive from an attempt to influence the testing process. According to a 2019 study by Clark and Robinson, applicants may register more than once in an effort to gain better grades, take advantage of more chances for success, or even commit fraud by selling their test spots to third parties. Multiple registration has far-reaching consequences that impact both the validity of the findings and the fairness of the assessment. The existence of applicants with numerous registrations causes biases, jeopardises the validity of assessments, and erodes public confidence in the examination system, as Anderson and Carter (2020) have pointed out. It is essential to address this wrongdoing in order to preserve the credibility of academic credentials.

Proactive steps must be taken in order to lessen the difficulties that multiple registration presents. Implementing reliable registration systems, using biometric verification, and working

Publication of the European Centre for Research Training and Development -UK with other examination organisations to cross-verify candidate data are some of the strategies suggested by Thompson and Davis (2019). Furthermore, raising knowledge of the negative effects of these malpractices might serve as a deterrent. Due to its potential to jeopardise the integrity of examination systems, multiple registration is a kind of examination misconduct that requires attention. Exam credibility and fairness may be ensured by educators and policymakers creating focused methods to avoid and treat this particular sort of malpractice by knowing its symptoms, motives, and ramifications.

The malpractice cases recorded for the 2019 West African School Certificate exam (WASSCE) for Nigerian applicants to schools are listed in Table I. These occurrences highlighted the challenges the West African Examination Council (WAEC) has maintaining the validity of the testing procedure. Here is the breakdown of the key findings.

Table II:

S/N	Type of Malpractice	Analysis
1.	Bringing foreign materials into the examination hall	<p>Number of Candidates Involved: 1,211 Percentage of Candidates Involved: 0.08%</p> <p>This category indicates instances where candidates brought unauthorized materials into the examination hall. Even though the percentage is very low, it emphasizes the necessity of strict policies to forbid the use of foreign materials during examination.</p>
2.	Caught with mobile phones	<p>Number of Candidates Involved: 1,573 Percentage of Candidates Involved: 0.10%</p> <p>The involvement of candidates with mobile phones during the examination is grave. It highlights the challenge of enforcing rules related to personal electronic devices and the potential for technological advancements to facilitate malpractices.</p>
3.	Irregular activities inside and outside the examination hall	<p>Number of Candidates Involved: 5,838 Percentage of Candidates Involved: 0.37%</p> <p>This category encompasses irregular activities both inside and outside the examination hall. The relatively higher percentage suggests a need for increased vigilance to curb diverse forms of malpractices.</p>
4.	Collusion	<p>Number of Candidates Involved: 169,351 Percentage of Candidates Involved: 10.68%</p> <p>Collusion, involving unauthorized collaboration between candidates, it constitutes a significant portion of malpractices. Addressing this issue requires proactive measures to prevent and detect collusion during examinations.</p>
5.	Impersonation	<p>Number of Candidates Involved: 1,148 Percentage of Candidates Involved: 0.07%</p>

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		Impersonation remains a concern, albeit with a relatively low percentage. Strengthening identity verification processes is crucial to address this malpractice.
6.	Mass cheating	Number of Candidates Involved: 72 Percentage of Candidates Involved: 0.01% While the percentage is minimal, mass cheating presents a serious threat to the examination system. Identifying and addressing instances of mass cheating demand heightened scrutiny.
7.	Insult/Assault on supervisors, invigilators and examination officials	Number of Candidates Involved: 76 Percentage of Candidates Involved: 0.01% Instances of insult or assault on supervisors and officials are rare but demand attention to maintain a conducive examination environment.
8.	Contravention of instructions to candidates	Number of Candidates Involved: 218 Percentage of Candidates Involved: 0.01% Contravention of instructions underscores the importance of clear communication and enforcement of examination guidelines.
9.	Multiple Registration	Number of Candidates Involved: 2,843 Percentage of Candidates Involved: 0.18% Multiple registrations pose challenges to fair evaluation. Addressing this issue requires improved registration processes and systems.

DISCUSSION

Several significant discoveries arise from the analysis of cheating occurrences in the Nigerian school-candidate WASSCE. First off, although noticeable in specific sectors, the total proportion of applicants participating in malpractices only forms a tiny share of the complete field of candidates. Nevertheless, the actual numbers clearly illustrate the magnitude of the effort that examination organisations are required to do.

Collusion is a prevalent kind of misbehaviour that impacts a substantial number of candidates. This indicates the presence of a systemic issue that need targeted actions. Implementing enhanced surveillance, bolstering security protocols, and utilising state-of-the-art technology in inspection processes are effective measures to deter collusion.

The relatively low rates of mass cheating, introduction of foreign materials, and detection of phone use in public suggest that preventative measures have achieved some success, but more enhancements are necessary. These specific issues may be addressed by the use of technology, such as advanced surveillance systems and mobile phone detection methods.

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Although few, instances of insult/assault and noncompliance with instructions underscore the need of maintaining a courteous and secure examination setting. This means keeping a check on candidate behaviour in addition to making sure that rules and directions are understood.

CONCLUSION

The occurrences of examination misconduct during the 2019 West African Senior School Certificate Examination (WASSCE) in Nigeria demonstrate an intricate environment with diverse difficulties. Collusion is a pervasive problem that requires specific actions to address, such as increased surveillance and the use of advanced technology in test processes. Although the percentages in certain malpractice categories may be relatively small, the absolute statistics highlight the significant scale of the challenge that examining organisations must confront. The occurrences of insult/assault and disobedience underscore the need for a favourable and safe examination setting. To effectively tackle test malpractices, a comprehensive strategy is needed, which involves using technology, rigorously enforcing norms, and consistently enhancing preventative measures. The analysis's results provide valuable insights that will assist lawmakers, teachers, and testing authorities in preserving the integrity of future tests and ensuring a fair and transparent review procedure.

Recommendations

Through the implementation of these recommendations, governments and educational institutions can strengthen the legitimacy of academic evaluations in Nigeria and help reduce examination misconduct.

- i. Install cutting-edge monitoring tools to identify and stop exam malpractices such as mass cheating and cooperation.
- ii. Use technology to prevent the use of unapproved materials and gadgets during examinations, such as mobile phone detection techniques.
- iii. Enhance identity verification procedures to guarantee candidates' legitimacy and handle issues with impersonation and duplicate registrations.
- iv. Through awareness campaigns and educational initiatives, highlight the significance of candidates' adherence to rules and principles and their ethical behaviour.
- v. Maintaining a secure examination environment by using the best practices and reviewing and updating examination processes on a regular basis to adjust to new problems.
- vi. Encouraging cooperation between testing organizations, academic institutions, and pertinent parties to jointly address the underlying causes of malpractices and put in place efficient prevention measures.
- vii. Make it a top priority to establish a courteous and secure testing atmosphere, making sure that applicants understand and follow instructions while showing deference to officials and supervisors.

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