

**Perceived Impact of Examination Malpractice
on Science Students in the Period of Socio-
Political and Economic uncertainty by
Secondary School Science Teachers in Onitsha
North Local Government, Area, Anambra state.**

Ezeanya Maureen Chinyere (PhD)

mc.ezeanya@unizik.edu.ng 08106719999

Okoye Grace Nwakaego

gn.okoye@unizik.edu.ng 08037772769

Department of Science Education, Nnamdi Azikiwe University Awka

Egbutu Rita Ngozi (PhD)

egbuturita@gmail.com 08037990862

Community Secondary School, Ukpo

Abstract

The study examined the perceived impact of examination malpractice on science students in the period of socio-political and economic uncertainty by secondary school science teachers in Onitsha North Local Government Area, Anambra State. Descriptive survey research design was used for the study. The study was guided by two (2) research questions. The population of the study consisted of all the science teachers in ten (10) public secondary schools in Onitsha North LGA, Anambra state. Seven (7) schools out of the 10 schools were selected using random sampling technique and eighty three (83) science teachers in the sampled schools were used for the study. The instrument for data collection was a forty two (42) -item questionnaire developed by the researcher and sub-headed Science Teachers Perceptions and Impacts of Examination Malpractice (STPIEM). The validity of the instrument was established by two experts in science education and measurement and evaluation. The reliability index of 0.79 was obtained using Cronbach alpha statistics. Data were analysed using mean and standard deviation. The findings revealed among others that examination malpractice has gone viral in secondary school today which leads to the production of many half-baked graduates who cannot defend their certificate in the global world. The science teachers revealed that the stake holders of the senior school certificate exams (SSCE) should be held responsible in aggravating examination malpractice in the said exam. Science teachers equally perceived examination malpractice as a canker worm that will adversely affect the nation's economy and socio-political activities that are very uncertain, if it is not put on check. Based on the findings, recommendations were made.

Keywords: Examination malpractice, Socio-Economic and Political Uncertainty

Introduction

Education is the bedrock of a nation's development and is the key through which man unlock his destiny. Education is a sine qua non to development both as individuals and a group. Education according to Abdullahi and Abubakar (2023) is aimed at training the mind of its recipients for effective achievement and equally prepares the individual with the information necessary for high level of human functioning. Nelson Mandela viewed education as the most powerful weapon which one uses to change the world (Horn, 2021). Different sectors of a nation advancement- political, social, economic among others depend fundamentally on education. Education is evaluated at the end of the learning period and the certificates obtained at the completion of any educational level have a lot to contribute to the bearer. These certificates are obtained through organised examinations.

An examination according to Babatunde and Monilota (2022) is a veritable tool for evaluating the understanding of the knowledge gained in a particular task being exposed to. Examination helps the learner to take every aspect of learning materials seriously thereby making sure that the materials are well internalised. Aslam, Niazi and Igbai (2021) opined that examination is a formal test of someone's knowledge or aptitude in a certain topic, notably via answering questions or practical exercises, and that it is used to determine how much of a subject matter in a particular field of study the applicant has learned. Without examination, determination of the extent of learnt subjects will be difficult. This is why in education system; certain examination boards are established to see to the certification of students in different stages of education as a reward of having learnt a set of subjects or the other.

First school leaving certificate is offered to the primary school leavers and the certificate authenticates the pupils' admission into secondary schools level of education. The West Africa Examination Council (WAEC) certificate and /or the National Examination Council (NECO) certificate indicate the completion of secondary education in Nigeria. Adeshina et al (2014) opined that the possession of the above certificates are evidence to attest to the completion of secondary education. Other examination for secondary school leavers include the one conducted by the joint Admission and Matriculation Board (JAMB). Candidates for these examinations do fight tooth and nail to pass them using both legal and illegal means. The results obtained through the above examinations are basic academic requirements for gaining admission into university education chiefly for development of once self and economic stability. The certificate obtained in the above examination (WAEC or NECO) is one of the major evidences which prove that one has completed the secondary education. The importance of education cannot be overemphasized.

The facts one learn during education process when transmit to the real world pays off. Education according to Naar (2021) provides stability and can give financial security. The society today is more of entrepreneurial and so paves ones way for better tomorrow. This can be achieved to a greater extent through education. The skills and abilities one needs which enables one to contribute to society and increase ones quality of life is mostly obtained through education. Without education, the world will be full of misinformation and so becomes functionless since education is an integral part of a proactive society. The World Economic Forum (2019) stated that the Nigerian education system ranked 124 out of 149 countries globally, making the country to be among the poorest performers in education.

Educational process in Africa especially Nigeria has been seriously marred with examination malpractice which recently seems to be part of the education system.

Examination malpractice is defined as any act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. It is also known as cheating and it is equally referred to as illegal action students undertake during their examinations to get good grades (arjournal.org, nd). Examination malpractice according to Gyamfi et al(2022) is an unwholesome practice encapsulating different types of malicious means adopted by unserious students to cheat during examinations in order to score high marks and pass examinations. Examination malpractice is also referred to as all unaccepted means students use to pass examinations (Olanipekun ,2013 & Omemu, 2015). The Federal Republic of Nigeria Examination Malpractice (1999) stated that examination malpractice in any guise is considered a criminal act and attracts heavy sanctions. Various examination malpractice reports give a clear evidence that all is not well with the Nigerian education and examinations.

A research report indicated that out of 1,572,396 candidates that sat for 2018 WAEC examination, 102,058 results were withheld, while 180,205 results of candidates out of 1,590,173 candidates that sat for 2019 were withheld. In 2020, 215,149 results out of 1,538,445 candidates that sat for the examination were withheld (Ogwo,2022). In 2021 WAEC examinations; 170,146 out of 1,390,826 candidates' results were withheld (Olowolagba, 2021). 1,601,047 sat for WAEC examination in 2022 and 365,564 candidates' results were withheld as a result of alleged examination malpractice (Ahassan, 2022). According to News Agency of Nigeria (2023), no fewer than 20 schools officials, allegedly aiding and abetting examination malpractice, have been arrested by the West African Examination Council in 2023 . Lawal (2023) stated that WAEC has withheld results of about 262,803 out of 1,613,733 candidates that sat for the 2023 West African Senior School Certificate Examination (WASSCE). The effects of examination malpractice in the society are appalling.

The implication of examination malpractice cannot be overemphasized. It has done more harm than good in Nigerian education system and the society as a whole. It encourages a lot of negative attitude and plans to the perpetrators and the end product is not funny. Students are no longer productive and so cannot give back to the society. They engage themselves in different aspects of malpractices during examinations as a result of their desperation to pass excellently without working for it and so examination malpractice promotes laziness. Examination malpractice comes in different forms in secondary schools today.

In the study carried out by Rwezaura et al (2023), it was identified that the common forms of examination malpractices are the use of unauthorized materials, copying, collusion, examination leakages and impersonation. Different types of examination malpractices by the students in secondary school level are as follows:

- i. Impersonation: Impersonation is one of the commonest forms of examination malpractice where a candidate pretends to be another person in order to help the person he/she pretends to be to write his/her examination. This type of examination malpractice is very common in Nigerian education system especially in external examinations such as Senior School Certificate Examinations (WASC, NECO, NABTEB). About 2000 candidates over the last few years have been

- punished for impersonation during WAEC examination (Edeh, 2021). Some Nigerian University students equally involve in it.
- ii. Internet examination malpractice: This is equally referred to as E-cheating or E-expo. It involves the use of information and communication Technology (ICT) devices to indulge in examination malpractices. Examination malpractices have to a greater extent gone viral as a result of the use of Global System for Mobile-Communication (GSM). The examination question and answer are been stored in GSM for direct use in the examination hall by the students (Situma & Wasike, 2020; Duvie & Eluwa, 2016; Mulogo et al, 2019)). This form of examination malpractice has made mockery of the WAEC and NECO certificates in possession of many of our secondary school leavers.
 - iii. External assistance: This is equally referred to as mercenary service. External assistance involves employing the service of someone who does not partake in the examination at the moment to write the examination for some group of people. Such a person writes and smuggles the answer to the examination hall for the candidates who are writing the examination to copy.
 - iv. Copying during examination: This type of examination malpractice is very common among students in primary, secondary and even tertiary institution (Edeh, 2021). It can come in the form of Giraffing: Sticking out ones neck to see another students' answer sheet in the examination hall; Dubbing : Here a student copies either from another students paper or copies from a material brought into the examination hall; Tattoo: This is where a student writes information on the tender part of the body and copies that into the examination script in the examination hall; Rank Xeroxing: Here a student collects and writes another student's answer word for word; Swapping: This is where there is exchange of answer booklets so that the more intelligent students can write for their friends who are not bright; Missile catch: Here, a piece of paper where answers to examination questions are written, squeezed and thrown to a student while examination is going on. Time out: This is the act of taking permission from the supervisor of an examination by a candidate pretending to 'easy his/herself' but actually going out to read forgotten information from textbooks or notes and coming back to examination hall to write them; Direct access: In this form, the examiner gives the information to be written direct to the students.(Ayanniyi & Anya, 2017). The above forms of examination malpractice may not favour the candidates without the aids of some group of persons who are the agents of the examination misconduct.

Gyamfi et al (2022) were of the view that almost all the stakeholders of education in one way or the other contributes to examination malpractice. Some of the stakeholders are the teachers, students, parents and examination bodies. Teachers in this aspect include the Principals/ managers and other teaching staff in the schools, the supervisors and invigilators of examinations. They all corroborate in aiding in examination malpractice of students directly or indirectly. Parents want the best for their children. Most of them believe that 'the end justifies the mean'. This implies that the number of A's their children get in their WAEC or NECO matter more to them than the knowledge they have acquired and so indulge in lots of negative acts for their children to get the so called good grades. Students are desperate to pass examination but are not desperate to study and so resort to any of the above forms of

examination malpractice. Many factors contribute to students' involvement in examination malpractice.

Petters and Okon (2013) stated that students engagement in malpractice may be traced back to fear of failure. No student would like to fail in an examination and so resort to malpractice to ensure good result. This is because lack of proper preparation and the negative believe that good grade in an external examination is only ensured through malpractice lure them into the cankerworm that is seriously eating deep into the educational system in West Africa especially in Nigeria. Test anxiety according to Dawood et al (2016) is common among students and has been found to be one of the major causes of poor academic performance among the students. Isibor et al (2020) described test anxiety as a psychological condition in which students experience extreme distress and anxiety in test situation. Test anxiety leads to fear which directly or indirectly affects students' performance negatively in an examination and so propels students to resort in malpractice for better result. Other causes of examination malpractice include laziness of students, lack of self-confidence, poor quality teaching, bad school management, poor parental upbringing, peer pressure, inadequate study materials, high level of poverty, bad government practices, teachers attitude to work and poor supervision (Edu Padi Blog, 2022). Abstractness of science subject compels most of the science students to resort to examination malpractice despite the importance of science subject for nation technological advancement.

Biology, Physics and Chemistry are the three most important science subjects in secondary schools. They are the pre-requisite for engaging in any science and technological related courses in tertiary institutions. Engaging in examination malpractice in order to get good grades in these subjects is very detrimental to national growth and development. This is in line with findings of Chukwunwogo et al (2020) who held that both science teachers and students perceived examination malpractice as wrong and impacting negatively on creativity and innovation in science students. In spite of the negative impact of examination malpractice of science students to national growth and development, many science students are still engage into it. Some of the impacts of examination malpractice to students in general and to the science students in particular include: erosion in the faith system, it causes irresponsibility, it breeds laziness, it affects students study habit, inability to defend results and certificates, it causes incompetence, it affects the integrity of a school (Edupadi Blog , 2022). Examination malpractice to a greater extent demotes self reliance especially in this era of socio-political and economic uncertainty.

Socio political uncertainty is a conjoin word- social uncertainty and political uncertainty. Uncertainty is a state of doubt about the future or about what is the right thing to do. Social uncertainty is inability of a person to precisely predict ones own future state and the state of one's environment. Social uncertainty describes how uncertainty manifests in social environment – the thoughts and intentions of others are largely hidden, making it difficult to predict a person's behaviour (Feldman Hall & Shenhav, 2019). Political uncertainty is the possibility of changes in government policies and action due to changes in the political leadership .Uncertainty is an inherent part of the political process, given that political issues are ever increasing in complexity and citizens often lack the motivation or ability to fully understand the details (Haas et al 2021). In 2016, Political uncertainty dominated the world when Britain surprisingly exit from the European Union, the shocking result of united State of America election and the many other geopolitical events occurring

around the globe (Luo,2017). In the country today prediction of our tomorrow's economy is very difficult. Things are moving back and front. People are unsure of the fate of their future economic activities and dealings. They are afraid of losing their job any time and any day. Nigerian currency is devalued every day, no one can predict what the future will hold and economy is going from bad to worse. Economics uncertainty therefore implies inability to predict the future face of the economy. This is very awkward and challenging.

The challenges in the country today are unprecedented. These include social, political and economic challenges. No one is certain of what the future will bring. To navigate through such uncertainty, students will need to develop curiosity, imagination, resilience and self regulation; they will need to respect and appreciate the ideas, perspective and values of others; and they will need to cope with failures and rejection, and to move forward in the face of adversity (Organisation for Economic Co-operation and Development, 2018). Education in general and Science Education in particular is expected to equip learners with the competencies they need in shaping their own lives and that of others. In the face of increasingly socio-political and economic uncertainty, education of the young is expected to make a difference and so enable them to embrace the challenges they are confronted with.

A science student with an empty brain who depends solely on examination malpractice to obtain good grades may not be able to cope with future challenges of life after school. The requirement for self reliance is lacking and the social life has a serious impediment. The student in question built on falsehood which affects directly or indirectly the future carrier. Medical doctors or Pharmacists or Engineers (common future carriers for many science students in secondary school) whose foundation is faulty at the early age may not measure up to the expectations. Areghan (2023) stated that the issue of examination malpractice can no longer be treated with kid gloves and that it is no longer business as usual, as it has completely eroded morals and values in our society and has taking a dangerous dimension, of which, if not tackled will bring our country to its knees. One may ask; how do science teachers perceive examination malpractices in secondary schools today? What will be the fate of Nigerian students who graduated through malpractice in this era of socio-Political and economic uncertainties? Indulging in examination malpractice has created a very large hole that will be very difficult to fill up and so the researcher investigated on the perceived impact of examination malpractice on Science Students in the Period of Socio-Political and economic uncertainties by secondary school science teachers.

Purpose of the study

The purpose of this study was to determine the perceived impact of examination malpractice on science students' in the period of socio-political and economic uncertainty by secondary school science teachers. Specifically, the study determined:

1. The perception of science teachers on examination malpractice.
2. The impact of examination malpractice in the period of socio-political and economic uncertainties as perceived by the science teachers

Research Questions

1. What is the perception of science teachers on examination malpractice?

2. What is the impact of examination malpractice in the period of socio-political and economic uncertainty as perceived by science teachers?

Method

The researcher adopted descriptive survey research design. The area of the study was Onitsha North Local Government Area of Anambra State. The population of the study consisted of science teachers in all the public secondary schools in the local Government Area (LGA). Using random sampling technique, seven (7) schools were drawn from the ten (10) public schools in the LGA and 73 science teachers in the selected schools were used for the study. A 42 item structured questionnaires named Perception and Impact of Examination Malpractice in the Period of Socio-Political and Economic Uncertainty (IEMSPEU) was used as instrument for data collection. The validation of the instrument was done by two (2) experts in Science Education Department and measurement and evaluation unit in the Department of Education Foundation. Cronbach Alpha reliability test was used and a coefficient of 0.78 was obtained. The researcher administered the copies of questionnaire to the respondents (science teachers) by herself. The research adopted the 4-point rating scale of Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). These have the values of 4,3,2,1 respectively. Mean and standard deviation were used to answer the research questions. The criterion mean was placed at 2.5 [$(4+3+2+1)/4 = 10/4 = 2.5$]. Therefore for a positive cued statement (a question where agreement is interpreted as a favourable answer), any mean score of 2.5 and above indicated agreement by the respondents and any mean score below 2.50 was regarded as disagreement hence indicates unfavourable answer. For negatively cued items (i.e. items where disagreement is interpreted as a favourable answer), any mean score of 2.5 and above indicated that the respondent agrees with the items on the questionnaire though this type of agreement is not a favourable answer while any mean score below 2.5 indicated disagreement which is a favourable answer.

Results

Table 1: Mean rating and Standard Deviation Scores of the responses on the perception of Science Teachers on examination malpractice

S/N	ITEMS	MEAN	SD	DECISION
1.	Examination malpractice is an abnormal part of school system	3.8	0.5	Agree
2.	Science subject are very abstract and not easily understood and so very difficult to pass without examination malpractice	1.3	0.6	Disagree
3.	Examination malpractice has done more harm than good to science students	3.7	0.5	Agree
4.	Examination malpractice is not a mirage but a reality in education system today	3.2	0.8	Agree
5.	E-expo (internet examination malpractice) has gone viral in our Senior School Certificate Examination(SSCE)	3.4	0.7	Agree

6.	Teachers are the agents of examination malpractice	2.2	1.0	Disagree
7.	Students are the agents of examination malpractice	2.9	0.8	Agree
8.	Examination board are the agent of examination malpractice	2.9	1.1	Agree
9.	Laws against examination malpractice are not being applied	3.4	0.7	Agree
10.	Some schools are tagged as examination malpractice centre (aka miracle centre)	3.4	0.8	Agree
11.	Parents are the agents of examination malpractice	2.5	0.9	Agree
12.	Examination malpractice is one of the cankerworms that has eating deep into the fabrics of education system in Nigeria	3.5	0.7	Agree
13.	Assisting Science students in an examination is not a malpractice	2.1	0.9	Disagree
14.	I feel guilty when my science students gets good grades through examination malpractice	2.9	1.0	Agree
15.	I am afraid that without giving my science students a helping hand during external examination they will fail	1.9	0.9	Disagree
16.	The awareness of science students engagement in examination malpractices discourages me from putting in my best in teaching them	2.5	1.1	Agree
17.	Examination malpractice has become part of external examination process and so I am okay with it	1.8	0.9	Disagree
18.	Examination malpractice is against Science ethics	3.7	0.5	Agree
19.	Supervisors of SSCE examinations are in the best position to dictate and report malpractice centers	3.6	0.5	Agree
20.	SSCE examiners (markers) are in the best position to dictate and report malpractice centers	3.0	0.9	Agree
21.	SSCE examination board are in the best position to dictate and report malpractice centers	3.2	0.8	Agree
22.	Those directly or indirectly guilty of examination malpractice should be prosecuted	3.6	0.5	Agree
23.	I should Prepare my Science Students well to face the realities of examination	3.7	0.4	Agree
24.	Insecurity in our society today discourages me from punishing students who engaged in examination malpractice	2.4	1.1	Disagree
Cluster mean		3.0		

The cluster mean of 3.0 implies that the Science teachers unanimously frown at examination malpractice as unbecoming activities in the secondary school education system. Items 3, 4, 5 and 10 unequivocally depicts that examination malpractice is in existence in our secondary school today in which the science students are equally involved. The table made it obvious that some stake holders of Senior School certificate Examination are involve directly or indirectly in the examination malpractice. Item 2 and 15 show that Science teachers despite the abstractness of science subjects do not believe that their students can only excel through exam malpractice. Items 19, 20 and 21 clarify the stakeholders that will help in dictating and reporting the culprits of examination malpractice.

Table 2: Mean rating and Standard Deviation Scores of the responses on the impact of examination malpractice in the period of Socio-Political and Economic uncertainty as perceived by science teachers

S/N	ITEMS	MEAN	SD	DECISION
2	The future of my science students that indulge in examination malpractice is at stake	3.5	0.7	Agree
2	Science students who passed their examination through malpractice may not be self reliant after school	3.5	0.6	Agree
2	Productivity of a Science Student who relied on exam malpractice while at school may not be encouraging	3.4	0.5	Agree
2	Science Students who get their certificates through malpractice may not measure up to their expectations in their offices.	3.3	0.5	Agree
2	A country will depend on foreign products if her science graduates cannot prove themselves in the industries as a result of exam malpractice during their school years	3.2	0.6	Agree
3	A country that fells to eradicate exam malpractice will depend on foreign investors in perpetuity	3.2	0.6	Agree
3	Examination malpractice has no effect on a nation economy	1.5	0.6	Disagree
3	Examination malpractice has a negative effect on a nation economy and equally reduces the integrity of a school	3.3	0.8	Agree
3	Indulging in exam malpractice drags the importance of education as an agent of growth and development of a country to the ground	3.4	0.6	Agree
3	Examination malpractice has no effect on ones productivity	1.6	0.6	Disagree
3	Science students who graduate through examination malpractice can still defend their certificates anywhere	1.7	0.7	Disagree

3	Indulging in exam malpractice during ones school years has no effect on the persons development of curiosity, imagination, resilience and self regulation in their places of work/assignments	1.7	0.8	Disagree
3	Science students who pass their examination through malpractice may not be creative, enterprising, resourceful and genius in their engagements.	3.2	0.6	Agree
3	Exam malpractice many a time results to anti-social activities such as certificate forgery if the malpractice is not favorable	3.3	0.6	Agree
3	Certificate forgery in later days may bring shame and disgrace to the culprit who might be in a public office.	3.4	0.6	Agree
4	The guilty of exam malpractice can affect the social life of the culprit	3.3	0.6	Agree
4	Technological Advancement of a nation will be marred if the labour force is made of science students who graduated through exam malpractice	3.6	0.4	Agree
4	Bribery, corruption and other dishonest practices in some of the government and political offices today are one of the fruits of examination malpractices during school days	3.8	0.3	Agree
Cluster Mean		3.0		

The Cluster Mean of 3.0 shows that examination malpractice among science student will be very detrimental to the Socio-political and Economic life of a nation. Items 25, 27, 33, 37, 41, 42 among others show that science teachers perceived examination malpractice as having negative impact in our nation Socio-political and Economic activities. They all disagree with the items 31, 34, 35 and 36 which are statements that fan examination malpractice.

Discussion of Results

The findings of the study reveal that science teachers unanimously shun examination malpractice among science students as a result of its consequences in a nation Socio-political and Economic development that is very uncertain. Science teachers admit that examination malpractice is an anti-social reality in our country today among the secondary school science students and their counterparts. This according to the findings will mar our nation's socio-political and economic growth and development. This is in line with Areghan (2023) who stated that the issue of examination malpractice can no longer be treated with kid gloves and that it is no longer business as usual, as it has completely eroded morals and values in our society and has taking a dangerous dimension, of which, if not tackled will bring our country to its knees.

The present study equally revealed that some of the stakeholders in SSCE are agents of examination malpractice. This is in line with the findings of Gyamfi et al (2022) who is of the view that almost all the stakeholders of education in one way or the other contributes to examination malpractice. Equally the Guardian newspaper (2023) stated; "no fewer than 20

schools officials, allegedly aiding and abetting examination malpractice, have been arrested by the West African Examination Council for 2023 school candidates”

Some of the examination malpractice notorious schools where SSCE is taking which is generally referred to as expo centre (AKA miracle centres), exist in reality according to the findings and that the commonest and effective means of examination malpractice among the science students and their counter parts is the internet expo (e-expo or GSM expo). The finding is in line with that of Situma and Wasike, 2020; Duvie and Eluwa, 2016; Mulogo et al, 2019 that maintained that in some examination, the examination questions and answers are been stored in GSM for direct use in the examination hall by the students.

The findings equally depicts some of the consequences of exam malpractice among the science students as inability of the students to defend their result in the labour market, affect their productivity in the industry negatively, not being creative, marred scientific and technological advancement of a nation, reduces the integrity of a school, bedrock of bribery, corruption and dishonest practices that exist in a nation, affect the growth and development of a nation among others. This is in line with the findings of Edupadi Blog, 2022 and Chukwunwogo et al (2020), that observed the following as consequences of exam malpractice: erosion in the faith system, it causes irresponsibility, it breeds laziness, it affects students study habit, inability to defend results and certificates, it causes incompetence, it affects the integrity of a school and affects the growth and development of a nation.

Conclusion

Examination malpractice has marred the education system and this has lots of ugly consequences to the nation economic and political growth and development. Examination malpractice has caused great havoc to the science students and their counterparts. It has affected the nation's scientific, technological, socio-political and economic growth according to the findings of the study. Examination malpractice is a grievous educational offence and is equally morally wrong. The stake holders in both the internal and external examinations in our secondary schools today should wake up from their slumber and take the bull by the horn and equally call a spade a spade in carrying out their duties. All the science teachers in our secondary schools should raise alarm against the raging fire that has already burning down our education system without which the nation economic and socio-political growth and development that are very uncertain will be a mirage

Recommendations

Based on the findings of the study, the following recommendations were made:

- (1) Both the certificate examination bodies, science teachers, science students and other stakeholders of the nation's external and internal examinations should be engaged in series of orientation programme on the implication of examination malpractice in a nation economic and socio-political development
- (2) The culprits of examination malpractice should be duly punished according to the law without fear or favour. The alleged examination malpractice centres (AKA miracle centres) should be probed and prosecuted if found wanton
- (3) SSCE examination boards should set a panel that will meticulously look into the different forms of examination malpractice especially the e-expo form of malpractice

to actually identify the person(s) who are directly or indirectly involved for due prosecution.

- (4) Science teachers should ensure that the students are appropriately taught and adequately prepared for examinations.
- (5) Since science subjects are practical oriented, Government should provide and equip schools with workable science laboratories that is befitting for 21st century science.

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