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The Role of Technology in Mitigation of Examination Malpractices in West Africa

Edeh Michael Onyema¹, Ani Ukamaka Eucheria², Nnaji Anayo David³, Abdullahi Isa⁴ Alhuseen Omar
Alsayed⁵, Quadri Noorulhasan Naveed⁶

Lecturer, Dept. of Mathematics and Computer Science, Coal City University, Enugu, Nigeria¹

Lecturer, Dept. of Mathematics and Computer Science, Coal City University, Enugu, Nigeria²

Researcher, Dept. of Science Education, University of Nigeria, Nsukka, Nigeria³

Lecturer, Dept. of Mathematical Sciences, University of Maiduguri, Nigeria⁴

Deanship of Scientific Research, King Abdulaziz University, Jeddah 21589, Saudi Arabia⁵

College of Computer Science, King Khalid University, Abha 62529, Saudi Arabia⁶

* Corresponding Author

ABSTRACT: The scourge of examination malpractice has increasingly become a major source of concern to education authorities in most West African countries, particularly in Ghana and Nigeria. Recently, the West African Examination Council (WAEC) withheld the results of 180,205 candidates representing 11.33 percent of the total candidates who sat for the 2019 WAEC examination as a result of various reported cases of examination malpractice. Examination malpractice is a threat to quality in education and the society. Considering the potentials of technology in addressing many of the challenges of humanity, especially in the educational sector, there is need to examine ways it can be used to curb the menace of examination malpractice. Thus, the present study discusses the use of technology to mitigate examination malpractices in West Africa. The study shows that technology offers solutions for mitigation of examination malpractices in West Africa. Some of these technologies include Facial recognition technology, Biometric system, and CCTV cameras. The study recommended that government and other stakeholders in education should pay more attention to the issues that causes examination malpractice, and also provide the needed facilities to encourage the use of technology in education particularly in examinations.

KEYWORDS: Examination Malpractice, WAEC, Technology, CCTV, Biometric system, West Africa.

I. INTRODUCTION

Examination malpractice has become a terror to the quality of education in Africa. Cheating in examinations is no longer considered as news by many due to the rate of occurrence in West Africa. The widespread reports of students, teachers, and parents involvement in examination malpractices are not only shameful but worrisome. Despite several punitive measures put in place by the government, examination bodies, and educational institutions to curb the problem of examination malpractice, the menace remains a major concern to all stakeholders in the educational sector. In fact, hundreds of thousands of students' results are frequently being withheld by different examination bodies in West Africa as a result of their involvement in various forms of examination malpractice. For instance, the West Africa Examination Council (WAEC) withheld the results of 180,205 candidates representing 11.33 percent of the total candidates who sat for the 2019 WAEC examination as a result of various reported cases of examination malpractice. The situation has gone from bad to worse in the last decade, and the figure is likely to double continuously if nothing urgent is done to tackle the causative factors. The increasing cases of examination malpractice may not be unconnected with the long institutional decays in most West African educational systems which have exposed the system to different levels of corruptions ranging from maladministration, embezzlements, result falsification, bribery, cheating, impersonation,



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sexual abuse, and favouritisms. This is in addition to the perennial problem of unavailability of basic learning facilities, and instructional aides necessary to inspire students' interest in learning, and poor motivation of teachers to perform their duties, which contributes in no small measure to the increasing students' involvement in examination malpractices.

Examination malpractice does not only diminish the integrity of examinations but can also lead to deprivation, marginalization and denial. When people are allowed to get away with cheating, it causes the assessors or examiners to award the perpetrators marks, grades, and prizes which they do not deserve. This can frustrate genuine efforts and terminate dreams of those who genuinely work hard to earn such grades and prizes. Examination malpractice lowers academic productivity and endangers the future of education in West Africa and beyond. Many products of this menace are erroneously seen as being excellent based on the classes of certificates in their possession, and this increases their chances of placements compared to those with lower classes of certificates. The devastations created by examination malpractice is colossal and recurrent, hence the need for use of technology to nip it in the bud. Against this backdrop, the study examines the potential roles of technology towards the mitigation of examination malpractices in West Africa with a view to contribute to the existing knowledge on the fight against examination malpractice and other forms of academic frauds.

II. REVIEW OF RELATED LITERATURE

Academic malpractices are on the increase across the world, and it is a threat to the society and public trust in reliability and credibility [1]. The use of examinations to promote learners from one level of education to the next level and for certification of candidates has brought about competition among learners leading to examination malpractices [2]. This is because candidates at all levels of education desire to pass examinations to enable them transit from one level of education into the next level [2]. [3] defined examination malpractice as any act carried out by anybody that defies the rules that guides a student whose knowledge or ability is being tested in a particular knowledge or skill with the aim of distorting the student's true knowledge or ability. Examination malpractice is any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage [4]. For [5] examination malpractice is any improper action carried out before, during and after the examination with the intention of cheating or having an advantage. Examination malpractice as an illegal act committed by a single student or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, computer operators or secretarial staff and anybody or group of people before, during, or after examination in order to obtain undeserved marks or grade [6]. The incidences of examination malpractice are common everywhere and every examination season witnesses the emergence of new ingenious way of cheating [7]. The modern trend of examination malpractices involves the use of miniature technologies such as specialized wrist watch, eye glass and mobile phones etcetera. However, despite the negative application of technology by perpetrators of examination malpractice, the use of technology remains one of the best ways to tackle the menace of cheating in examinations.

The result of a study by [8] which investigated the perception of teachers and students on the causes of examination malpractice shows that examination malpractice rather than being abated is on the increase in the African education system. [9] stated that 75-98 percent of college students surveyed each year admit to cheating at some time in their academic career. In their studies, McCabe and Trevino [10] reported 70% of students confessed to cheating on multiple exams. The use of technology improves the quality of teaching and learning process which in turn decreases students' involvement in malpractices. The present study emphasizes the need for educational institutions to adopt relevant technologies to quell the menace of examination malpractice.

III. CAUSES OF EXAMINATION MALPRACTICE

The occurrence of examination malpractice depends on number of factors which changes over time. Examination malpractice can occur before, during and after examinations. Ogunsannya (2004) cited in [1] in his study found that



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Vol. 7, Issue 10, October 2019

laziness, unseriousness, uncompleted syllabus, fear of failure and poor reading skills were the causes of examination malpractice. In the present study, the following are identified as causes of examination malpractice in West Africa:

i. Corruption: Corruption is one of the major causes of examination malpractice in West Africa. The level of corruption in the region has contributed in no small measure to the increasing cases of malpractices. Institutional corruption has made a lot of officials to compromise examination papers for financial gains. Some have even formed syndicates with the purpose of facilitating the posting of students to certain centres or monitoring of their scripts after examinations.

ii. Poor Learning Facilities: The state of facilities in most public schools across West Africa is worrisome. Many schools lack the basic facilities such as laboratories and well equipped libraries to support teaching and learning. This affects the confidence of students going into external examinations. Hence in order to avoid failures, many students often resort to cheating to get results.

iii. Poor Supervision: One of the leading causes of examination malpractice in West Africa is poor supervision. Many a time few supervisors are sent to supervise large number of students thereby making it extremely difficult for them to supervise thoroughly because they are overwhelmed by the crowd of students. There is also the problem of poor checking of students before the examination while some supervisors compromise their position, and connive with heads of school and students allow open cheating in the examination hall. Recently, WAEC, NECO and JAMB blacklisted some supervisors for various offences ranging from poor supervision, aiding and abetting and connivance in examination malpractices.

iv. Poor use of Technology: Technology has the potential to mitigate examination malpractices if properly deployed. However, most schools in West Africa lack the relevant technologies to counter examination malpractice. Even some of the schools who managed to acquire some of these technologies are often confronted with the problem of lack of skilled personnel to put them into maximum use.

v. Certificate Mentality: The menace of examination malpractices are increasing in West Africa as a result of the emphasis placed on certificates rather than productivity. Most educational system within the region is centered on certificate acquisition and not on skills. Thus, students are desperate to pass examinations in order to obtain certificate to be able to advance their careers.

vi. Labour Strikes: The incessant labour strikes often embarked upon by the teacher unions and their affiliates have demoralized students' interest in learning. Sometimes schools are shut for months as a result of strikes and students are forced out of schools. This leads to frustration and decreases the reading interest of students prompting most of them to engage in malpractices to succeed.

vii. Parental Factors: Examination malpractices are being encouraged and funded by some parents who go around lobbying lecturers on behalf of their children. The failure of parental duties and the involvement of parents in cheating have worsened the cases of malpractices in examinations. Wealthy parents tend to entice teachers with money in order to influence them to assist their children in examinations.

viii. Social Vices: Social vices like cultism have increased the rate of examination malpractices. Members are often brainwashed to believe that being a member of such group can influence their performance in examinations. Some even go to the extent of coercing teachers to award marks to them.

ix. Inadequate Manpower: Manpower constrains contributes in no small measure to the problem of examination in West Africa. A situation whereby a teacher is assigned a large class or different classes to teach, he/she may not be able to effectively teach the class or cover the syllabus. This may cause the students to engage in malpractices.



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Vol. 7, Issue 10, October 2019

x. Teacher Attitude and Methodology: The attitudes of some teachers discourage students' interest in their course. Some teachers use negative languages on their students while some others do not take into consideration the learning differences of their students. Some teachers do not adopt students centred approach, they stick to the traditional method of teaching which places them as mater or sole disseminator of knowledge with little or no room for students participation. All of these attitudes could affect students' confidence in examination and hence lure them to malpractice.

xi. Moral Decadence in the Society: The increasing rate of moral decay in the society encourages examination malpractices. Many students and educators no longer see examination malpractice as evil. Cheating is becoming a norm in some society. Many people now regard malpractice as a business and can go to any extent to collect money from examinees to facilitate their success in examinations.

IV. FORMS OF EXAMINATION MALPRACTICE

Examination malpractice occurs both within and outside the examination halls [1]. It exists in different forms ranging from electronic/digital, physical, and even spiritual. While some students engage electronic mobile devices such as mobile phones, tablets and specialized wrist watch and glasses, others sneak in physical papers or answers into the examination halls. Also, there were recent cases of students' possession of suspected spiritual materials including charms which they claimed were meant to enhance understanding and performance. Examination malpractice occurs in different ways including in the procedure, supervision, marking and grading. Some students connive with management of institutions to set up a malpractice centre also referred to as "special centres" where students are openly allowed to cheat during examinations. Some perpetrators of examination malpractice gain unauthorized access to examination questions before the examinations, and others bribe lecturers to compromise their grades and marking standards. There is also the problem of result and certificate falsification which is becoming a public concern in the polity. In recent past, some academia and politicians have been alleged to have forged certificates while some have admitted forging one form of certificate or the other in West Africa.

According to [11] examination malpractices take different forms such as: Leakage of examination questions, Bringing in of prohibited materials in examination hall, Illegal exchange of information, Smuggling in of answers scripts, Connivance, Impersonation and Certificated racketeering. Ajayi and Ayodele (2002) cited in [12] identified the various methods and forms of examination malpractice to include:

- Bringing in of foreign or unauthorized materials into the examination hall.
- Collusion between students, invigilators and examiners
- Examination leakage
- Mass cheating
- Smuggling of answer scripts
- Certificate racketeering of forgery
- The pairing method which involves students copying each other in the examination hall
- Copying from handouts, texts and notes.
- Stampede method – this happens when a candidate suddenly raises false alarm in the examination hall in order to distract attention and create opportunities for cheating
- Assault on examination supervisors
- Impersonation
- Substitution –this involves the replacement of legitimate answer booklets during an examination with those prepared outside the examination centre.
- Plagiarism – this takes place more in unsupervised assessment.
- Digital cheating – this is a more recent trend which involves the use of information and communication technology facilities to perpetuate examination malpractices in various forms. It is also known as e-cheating (Ajayi and Ayodele (2002) cited in [12].



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Vol. 7, Issue 10, October 2019

The nature of examination malpractice depends on the type of examination, the quality of supervisors and method of supervision and the examination environment. More so, the policy on examination malpractice can also determine the rate at which students commit the crime. If perpetrators are publicly seen to be punished that may deter others from engaging it.

V. EXAMINATION MALPRACTICE IN WEST AFRICA

Examination malpractice is considered as a huge challenge to educational assessment and evaluation [12]. The menace of examination malpractice is not a new evil in West Africa. The education authorities in most West African countries like Nigeria, Ghana, Senegal, Mali have long expressed concerns about the threat of examination malpractice to quality of education. The bane of examination malpractice has increasingly become worrisome due to the involvement of teachers and supervisors in perpetration of the act. Many heads of institutions and staff of external examination bodies now connive with desperate students to undermine the integrity of examinations. The spirit of hard work is fast fading among students. The libraries are getting deserted; many students no longer read or study hard anymore. Many students now prefer to bribe their way to success in examinations. They exploit the weaknesses of teachers to compromise examinations. Considering the fact that welfare of teachers in most West African countries is nothing to write home about and this is obvious in lingering labour crises. Teachers often embark on long strikes in protest of non-payment of salaries and other welfare packages. The education sector is not spared of corruption in West Africa, and this is really affecting the quality of graduates from the schools. When teachers' salaries are not promptly paid for months, they can become desperate to meet their financial needs; hence, they can easily compromise their integrity. This among other factors hardens the fight against examination malpractices in West Africa.

The rate of examination malpractices in West Africa is alarming. This is obvious in the regular withholding of results of some candidates by the West African Examination council (WAEC) as a result of malpractices. Ruqqayatu (2010) cited in [7] stated that there is an increasing trend in cases of examination malpractice in WAEC SSCE between 2005-2009. This claim is summarized in the table below:

Year	No. of Candidates involved in Exam Malpractices	%
2005	73,050	6.86
2006	82,941	7.19
2007	74,734	5.97
2008	100,428	7.88
2009	118,608	8.74

Table 1: Candidates involved in malpractice cases in WAEC SSCE (2005-2009)
Ruqqayatu (2010) cited in [7]

The rate of examination malpractices in West Africa has since increased over the years. For instance, WAEC withheld the results of 180,205 candidates representing 11.33 percent of the total candidates who sat for the 2019 WAEC examination as a result of various reported cases of examination malpractices.

In Nigeria, the cases of examination malpractice are widespread. The rate of occurrence of examination malpractice in Nigeria is alarming [12]. [13] reported that the integrity and credibility of public examinations in Nigeria have been greatly eroded and corrupted with increasing incidence of examination malpractice. She stated that as a result of the alarming and worrisome trends in the figures and statistics of examination fraud given by the leading examination bodies in respect of post- primary public exit examinations in recent years, a number of legislative and administrative promulgation were enacted by the Federal government between 1984 and 2000 to curtail the menace[13]. The recent result released by the National Examination Council (NECO) shows that the cases of examination malpractices doubled



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Vol. 7, Issue 10, October 2019

in year 2019 compared to that of 2018, it shows that 40,630 candidates were caught in examination malpractices as against 20,181 candidates who were apprehended in 2018.

In Ghana, examination malpractice remains a major concern to the education authorities. [14] reported that Ghana has had its own share not only in internally conducted examinations, but also in the West Africa Examinations Council (WAEC) conducted examinations. They stated that “on annual basis, WAEC furnish Ghanaians with a stunning number of candidates who are caught cheating in their examinations”. The cheatings are often aided by parents, supervisors and even some corrupt officials in the examination body. [14] posited that cheating in examinations has continued to increase every year in Ghana and there were public outburst of alleged fraud in the conduct of the 2012 Basic Education Certificate Examinations (BECE) in Ghana. According to [15] some schools in Ghana particularly the private schools are eager to make profits at the expense of morality and discipline, and their resolve to attain wonderful results may entice even the management of those schools to use whatever means including various forms of examination malpractices. The problem of examination malpractice is a general phenomenon in West Africa. No country in the region is totally free from the menace. There is need for governments in West Africa go beyond attending conferences on examination malpractice to practically put measures in place to address it from the grassroots.

VI. EXAMINATION MALPRACTICE AND TECHNOLOGY

There is growing argument about the role of technology in examination. It is true that technology is playing a critical role in the improvement of the quality and integrity of examinations, but the emergence of some technological devices such as mobile phones have contributed to students’ involvement in examination malpractices. For instance, the Joint Admissions and Matriculation Board (JAMB), a body saddled with the responsibility of conducting admission examinations into tertiary institutions in Nigeria reported that out of 40,043 candidates caught cheating during the examination in 2007, 1,948 used mobile phones (Sunday, 2014 cited in [12]. He also reported that in 2008, the number of e-cheats increased to 3,039, while in 2009, about 200 mobile phones were seized during the examination, with evidence of prepared answers sent via short message service (SMS). Recently, the Management of Ibadan Polytechnic in line with her policy on examination malpractice confiscated and destroyed over One thousand (1000) mobile phones worth millions of naira seized from different students during examinations [16].

[17] stated that the previous methods (traditional method) of cheating in examinations are speedily being replaced with miniaturized technologies, which can hold larger amounts of information such as: mobile phones, scientific calculators, wireless receivers, and watches et cetera. The emergence of technological devices such as the Global System for Mobile Communication (GSM) has revolutionized examination malpractice in the school system, and has provided examination candidates with new methods of cheating during examination [7]. The various functions of cell phones have made them ready tools for perpetrating malpractice at WASSCE like in other examinations, and candidates have been caught browsing for information on the internet while in the examination halls [18].

International Journal of Innovative Research in Computer and Communication Engineering

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Website: www.ijircce.com

Vol. 7, Issue 10, October 2019



Picture1: Picture showing confiscated Mobile Phones being burnt by management of Ibadan Polytechnic to curtail examination malpractice in the institution. [16]

VII. CURBING EXAMINATION MALPRACTICE THROUGH TECHNOLOGY

Emerging technologies have the potentials to help improve the quality and conduct of examinations. Technology can be used to prepare examination questions, monitor examinations and authenticate examinees. Technological tools such as CCTV cameras, Biometric technologies and facial recognition technology could be very useful to mitigate the occurrence of examination malpractice and prosecution of culprits. When these technologies are deployed in examination centres, it will dissuade perpetrators of examination malpractice. [15] suggested that ICT devices should be used to track and apprehend perpetrators with fraudulent examination acts. There are different software applications that helping institutions to conduct e-exam and e-test in place of paper exam/test which are more prone to cheating. The facial recognition and biometric technology is also helping examination authorities to mitigate the cases of double registration and impersonation. The use of technology for the conduct and supervision of examinations in West Africa is very sparse. For instance, the regional examination for secondary schools in West Africa managed by the West Africa Examination Council Examination (WAEC) is still being conducted using the traditional method. Even some of the examinations like the Joint Admission and Matriculation Board (JAMB) examination which recently introduced e-exams are faced with thousands of complaints and criticism because of the network issues and other hiccups that often characterized the conduct of the examination online.

[19] states that there are a number of different technological approaches such as e-invigilation that can cushion the growing effects of examination malpractice. [20] recommends that technologies such as “secret cameras should always be planted in examination halls to monitor examinees”. This is imperative because one reason for exam malpractice according to [21] is “poor conditions under which examinations are conducted. [22] admitted that inadequate technology has led some institutions to cease offering e-learning courses due to quality concerns of students’ assessments and standards. A study by [23] attempted to address cheating in e-exam by proposing a theoretical

International Journal of Innovative Research in Computer and Communication Engineering

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Website: www.ijircce.com

Vol. 7, Issue 10, October 2019

approach that incorporates available fingerprint biometrics authentication technologies in conjunction with e-learning environments to curb unethical conduct during e-learning exam.

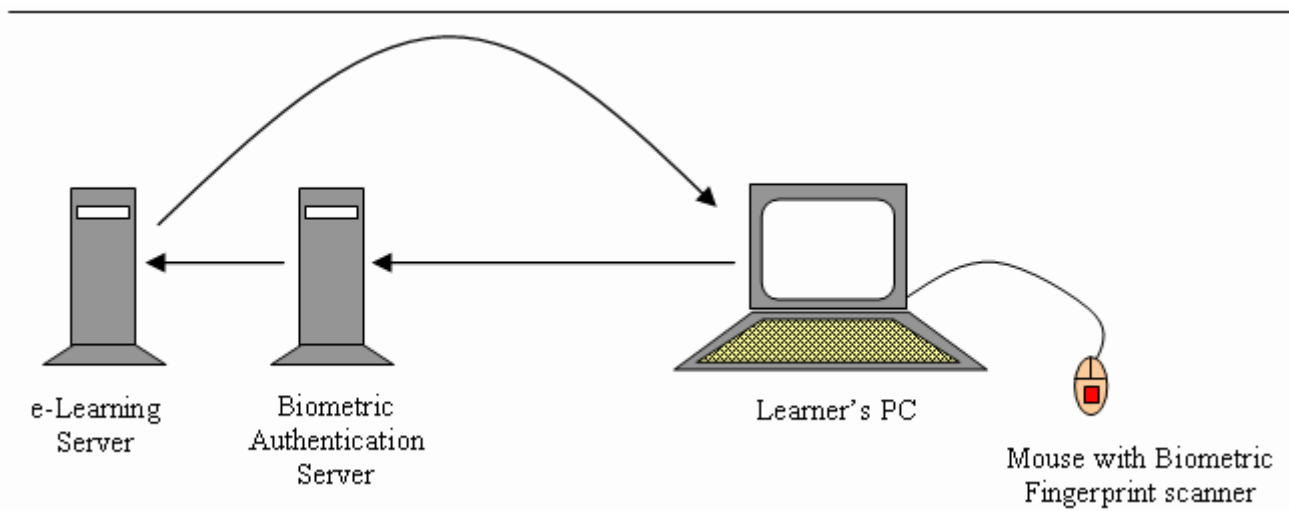


Fig. 2: Fingerprint Biometrics Solution for reduction of Cheating in e-Exam. [23]

[18] stated that the use of ICT is one of the measures that have been taken by WAEC to combat examination malpractice. Technology is being employed by some institutions and organizations to improve their examination, admission and recruitment process. This is obvious by the use of e-registration and e-examination to assess staff, students and employees. Companies now conduct job interviews using technological platforms and applications. Most of these organizations adopt technology to enhance transparency and to minimize human involvement in testing process. However, many educational institutions still lack the basic facilities and manpower to successfully adopt and deploy technologies. Thus, considering the dangers posed by examination malpractice, there is need for all educational institutions and examination bodies to embrace cutting edge technologies to improve the quality and integrity of examinations and to mitigate to large extent the menace of examination malpractice.

VIII. BARRIERS TO USE OF TECHNOLOGY IN COMBATING EXAMINATION MALPRACTICE IN WEST AFRICA

The application of technology often comes with cost and benefits. [24] stated that the use of most technologies is often hampered by different connecting factors which largely depend on the context and place. The use of technology to combat examination malpractice can be hindered by number of factors particularly in developing regions like the West Africa. [18] posited that ICT usage by WAEC in combating examination malpractices has been effective but it has not eliminated it totally due to some challenges which include funds, non-challant supervisors and invigilators, dishonest school authorities, shortage of staff and large centres. They suggested improved funding, and employment of more staff and honest functionaries to enable WAEC combat malpractice using ICT. [12] identified inadequate funding, corruption, issues bordering on morality and legality as challenges to curbing hi-tech examination malpractice in Nigeria. Most developing countries lack the facilities that support the smooth use of technology in education. For instance, there are no constant power supplies in most West African countries to power technological devices. The impediments to successful deployment of technology to combat examination malpractices can be summarized as follows:

i. Poor funding: Most educational institutions are poorly funded. There are no funds to purchase and maintain technological equipment.



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Website: www.ijircce.com

Vol. 7, Issue 10, October 2019

- ii. Lack of facilities and Infrastructures to support the use of technology.
- iii. Resistance to change: Many educators are not ready to embrace technology to improve the system due to their ignorance or selfish interest.
- iv. Poor power Supply: Most technologies require the use of constant electricity which is obviously lacking in most West African states.
- v. Manpower challenge: Inadequate skilled manpower to man, operate and maintain technological devices poses a big challenge.
- vi. Poor maintenance culture: Most institutions have a poor maintenance culture which makes it almost impossible to effectively install and maintain technological devices.
- vii. Policy: Some legal framework needed to inculcate technology in examinations are still lacking in many countries. This makes it difficult for examination bodies to employ technologies.
- viii. Poor use of technology in education: most institutions do not integrate technology in their teaching and learning process. Hence, it becomes difficult for students to use technology during examinations. Some students cannot even operate a computer making it difficult for some institutions to adopt technologies to improve their examinations.
- ix. Corruption: Technologies do not operate themselves, human elements are required. Some of the corrupt persons who man or monitor various technologies may easily compromise their position thereby thwarting the objectives.
- x. Internet/Network Issues: poor network and internet connections discourage the use of technology in examinations. Some institutions who have adopted e-test/exam to reduce examination malpractice are confronted with several complaints of network failures.
- xi. IT security issues: There are concerns about the security of cloud data. The fear of hacking, unauthorized access and leakage of e-examination records may discourage institutions from adopting technology in examinations. Security remains a concern for use of technology in examinations.

IX. CONSEQUENCES OF EXAMINATION MALPRACTICE

The effects of examination malpractice could be far reaching. It does not only affect the perpetrators but also institutions and the entire society. [15] states that examination malpractice is harmful to the individual, the institution and even to the nation at large; whether the culprits are caught or not. Arijesuyc (2010) cited in [13] warned that government and major stakeholders should feel sufficiently concerned because of the threat of examination malpractice to the educational system and national development. He further noted that, the preponderance, scope and sophistication of examination malpractice in Nigeria have rendered the products, and credentials of the schools suspect. Each year billions of Naira is lost by parents and governments when examination bodies cancel hundreds of thousands of results as a result of examination irregularities [13]. Examination malpractice produces “half-baked students holding certificates without the know-how, deprives competent people from gaining admissions and jobs, and decreases economic output [15].

[7] stated that examination malpractice sows seed of fraud and debases the foundation for assessing skills and capacity and it can lead to dismissal, loss of position, loss of self confidence and credibility When people succeed in cheating in an examination, the examiners award certificates to them unknowingly and if they are engaged based their certificates, they become injurious to the system and society. According Usman (2012) cited in [3], examination malpractice has led to the production of half-baked graduates and collapse of the education sector. [4] stated that consequences of



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Vol. 7, Issue 10, October 2019

examination malpractice both to education and the society will be catastrophic in the long run. They reported that Cross River University of Technology stipulates a number of penalties such as rustication for academic session to expulsion to serve as deterrent to students. [11] suggested that students caught in examination malpractice should be banned from writing such examination for three (3) years and information regarding the affected students should be sent to other institutions in the country to prevent such candidates from registering in other institutions within the stipulated time. Recently, the National Examination Council Nigeria blacklisted some schools and supervisors for their alleged involvement in examination malpractices. Examination malpractices can ruin the reputation of individuals, schools and country. It has the capacity to destroy the productivity of a nation. When people are allowed to cheat during examinations, they discourage those who are working hard and some of the perpetrators even mock them after the release of result thereby encouraging the act.

May institutions have enacted stiff penalties for cases of examination malpractice both for students and staff. For instance, Coal City University, Nigeria has zero tolerance for all forms of examination malpractices. The institution has strong internal mechanism to checkmate all tendencies that may likely encourage examination malpractice. Even though, there are laws across West African countries that stipulate various kinds of punishments for penetrators of examination malpractice but there is no clear commitment. Many efforts in the region have been characterized by words with little or no actions. Obviously, most of the basic fundamental causes of examination malpractices in West Africa have not been seriously addressed by education authorities in the region. Issues such as poor learning facilities, poor motivation for teachers, unavailability of instructional materials, poor usage of technology, poor learning environment, and corruption still persists in most countries in the region. Not until these factors are properly addressed, laws and sanctions alone may not be enough to mitigate the examination malpractice in the region.

X. CONCLUSION

Examination malpractice has become a monster in West Africa. The study shows that technology offers some solutions to mitigate the occurrences of examination malpractice. However, technology alone cannot totally eradicate examination malpractices. This is because some of the causative factors of examination malpractice are beyond technological solution for now. For instance issues that bother on morality, welfare of teachers/examiners and supervisors, poor learning facilities and parental factors must be properly addressed to enhance effectiveness in the use of technology for mitigation of examination malpractice. There is need for governments and other education stakeholders in West Africa to prioritize education considering the critical roles that it plays in nation development. Beyond making laws to punish perpetrators of examination malpractice, proactive measures should be put in place to address the various decays in the educational system to discourage malpractices.

XI. RECOMMENDATIONS

Based on the findings of the study, we recommend the following:

1. Governments in West Africa should allocate more funds to education to tackle the challenges in the sector.
2. The problem of power supply should be given attention to enhance use of technology in examinations.
3. More emphasizes should be placed on moral values to dissuade students from malpractice.
4. Educational institutions should put measures in place to maintain the integrity of their examinations.
5. Prompt payment of teachers' salaries and other welfare packages to reduce the temptation of financial inducement from desperate students.



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Vol. 7, Issue 10, October 2019

6. Technology should be integrated into the teaching and learning process to improve students' involvement in learning and understanding of concepts in order to improve their confidence in writing examinations.

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BIOGRAPHY

1st (Lead) Author



Edeh Michael Onyema is currently a Doctorate student at Ebonyi State University, Nigeria. He earned a masters degree in Computer Science Education at Tai Solarin University of Education (2017). He has taught Computer Science courses to students at different higher institutions in Nigeria, including, Southwestern University Nigeria; Coal City University, Nigeria, and Pogil College of Health Technology, Nigeria. He has facilitated multiple professional development programmes for students and youths including members of the National Youth Service Corps (NYSC) Nigeria. His research interest includes Learning technologies, Inquiry-based teaching, and IT Security.

2nd Author



Ani Ukamaka Eucharia is a lecturer in the department of Computer Science, Coal City University, Nigeria. She obtained her masters degree in Computer Science at University of Nigeria Nsukka (2016). She is currently a doctorate student at Ebonyi State University, Nigeria. She teaches Computer Science courses to undergraduate students. Her research interest includes ICT application and data mining.

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Vol. 7, Issue 10, October 2019

3rd Author



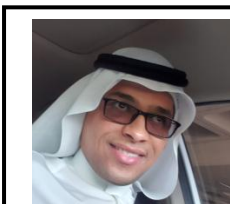
Nnaji, Anayo David is seasoned Educationist, Psychometrician, Statistician and Computer Scientist. He earned his masters degree in Measurement and Evaluation at University of Nigeria, Nsukka (2017)., and he also has a bachelors of Science degree in Statistics and Computer Science from Federal University of Agriculture, Makurdi. He has been involved in teaching Statistics, Mathematics and Computer Science courses at the various level of education. His research interests include Psychometrics, Data Analysis, Emotional Intelligence and Computer Security.

4th Author



Abdullahi Isa is a lecturer in the department of Mathematical Sciences, University of Maiduguri, Nigeria. He earned a masters degree in Computer Science at Bayero University, Kano, Nigeria (2018), and also holds a B.Tech degree in Computer Science at Modibbo Adama University of Technology, Yola Nigeria (2014). His research interest includes Artificial Intelligence, Machine Learning, and Data Science.

5th Author



Alhuseen Omar Alsayed obtained a masters degree in information technology from the Faculty of Engineering and Information Technology, University of Technology Sydney, Sydney, Australia. He is currently working as a Scientific Researcher with the Deanship of Scientific Research, King Abdulaziz University, Jeddah, Saudi Arabia. He is also a certified Trainer and professional practitioner from KAU and Technical and Vocational Training Corporation, Saudi Arabia. His research areas of interests include E-learning, cloud-based E-learning, collaborative learning, social networking sites, and other related topics. He has published many papers in refereed/indexed international journals and conferences. He has been appointed as a Reviewer for IEOM GCC Conference.

6th Author



Quadri Noorulhasan Naveed obtained a Ph.D degree in Information Technology from International Islamic University Malaysia (IIUM), Kuala Lumpur. He has also worked as an IT Engineer with Saudi Aramco and Bank Riyad of Saudi Arabia. He is currently teaching with the College of Computer Science, King Khalid University, Saudi Arabia. His current research interests include E-learning, M-learning, cloud computing, cloud-based E-learning systems, and technology-enhanced learning. He is widely published in indexed Int. journals and the IEEE, ACM, and Scopus-Springer sponsored conferences. He is a Reviewer and also an international advisory board of several conferences and journals. He is also in the process to launch a special issue of Scopus Indexed journals.