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EFFECTS OF EXAMINATION MALPRACTICES ON STUDENTS FUTURE, CASE OF HIGHER TECHNICAL TEACHERS TRAINING COLLEGE, BAMBILI-BAMENDA

Kebuya Nathaniel Nganchi and Mekongtso Ngwemezon Charlotte

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^{1*}Kebuya Nathaniel Nganchi

Registrar: Higher Institute for Professional Development and Training, (Hipdet) University
Yaounde-Cameroon

Emails: nathakebu@yahoo.com

Mekongtso Ngwemezou Charlotte

Director Yaounde-Branch: Higher Institute for Professional Development and Training, (Hipdet)
University Yaounde-Cameroon

mekongtsocharlotte@gmail.com

Abstract

Purpose: This study was necessitated by the fact that the researchers noticed so many mishaps during their final exams, amongst which was that many students were moving up and down in the exam hall, students identification papers were not checked upon entering the exam hall nor when they were writing, students going out after receiving their question papers without any invigilator accompanying them and thus it sought to examine the effects of examination malpractice on student's future. It made use of four research objectives which are; To examine the relationship between impersonation on students' future, to find out the effects of bribery on students' future, to evaluate the effects of intimidation on students future, and to propose possible solutions to curbing examination malpractice.

Methodology: the Behavioural theory of Operant Conditioning by B.F Skinner and Social Learning Theory by Albert Bandura were used. The research design was a survey, and questionnaire was used to get respondents' opinions. Analysis was done using simple percentage count. Test was carried out using 120 respondents as the sample.

Finding: the results revealed that impersonation is negatively related to student's future, bribery is negatively related to student's future, and intimidation is negatively related to student's future. From the objectives, we see that there is a relationship between cheating, impersonification, and exam malpractices as well as the fact that cheating during exams affects students future.

Amongst the many recommendations, one of them was that the government through the Ministry of Higher Education (MINESUP) should integrate examination malpractices in the school curriculum as one of the cross cutting issues in the institutions of learning in order to enhance continuous awareness among learners.

Keywords: *Exam malpractice, copy work, bribery, in personification*

1.1 BACKGROUND OF THE STUDY

Through education, learners are not only taught, trained, and adequately guided to acquire relevant skills and knowledge but also taught how to adapt to acceptable societal life. To some people, education is seen as a means of overcoming handicaps, achieving greater equality, and acquiring wealth and status for all (Udim, Abubakar and Essien, 2015). Illiteracy has recently become a focus of national concern. However, malpractice in the field of education is a cankerworm that is fast draining the entire world and making education to lost its value, as well as certificates since people who are not able to construct complete sentences in their fields of studies move around with varying certificates. This makes the whole education system to be a shame. The strongest form of educational malpractice is manifested in examinations. Examination malpractice is very evident in most educational systems, ranging from primary to secondary, and to university education (Baku 2001). When students attend an individual school system for many years, subsequently graduating and entering the work force as functional illiterates, the implications of illiteracy suggest the presence of some serious flaws in the educational systems.

Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. The quest for worth and avoidance of shame in the name of being referred to as 'illiterates' is causing an increase in the rate of examination malpractices as every individual once to hold key positions in the society, and one of the conditions for it is to show proof of having passed an exams. It is the very foundation of good citizenship. Today it is a principle instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Education is a necessary process through which young adults are equipped to lead productive lives according to their talents and interests (Akaranga & Ongong, 2013).

Historically, educational malpractice dates as far back as the early 1970s. At that time, it was tagged expo "70", when a full blown examination leakage was noticed in the conduct of the West African Examination Council (WAEC) exams of the year (Ibezimako, 2009). In that same decade, several other malpractices were discovered in 1977 WAEC. This obnoxious issue gradually became so monumental and continued to escalate in subsequent decades. This, at a point in time became so worrisome to state authorities

Narrowing down to Cameroon, her educational system is on which has been characterized by a swelling pronunciation of educational malpractices, either instigated by the students, teachers, or, promoted by the parents at home. Exam malpractices have been witnessed down from mere classroom tests, end of semester exams, to the General Certificate of Examination (GCE), for grammar students, and the BACC and CAAP for Technical education, and even to competitive entrance exams like the entrance exams into ENSET and other schools of the university. As part of efforts aimed at tackling this national cankerworm, the government of Cameroon has passed decrees related to examination malpractice, ranging from, complete expulsion from Cameroon exams to imprisonment against culprits and perpetrators. To a lesser extent, this has yielded no serious fruits as we still get cases from here and there about examination malpractices. Recently,

the government of Cameroon through the GCE Board has put in place measures to check this phenomenon. During marking of scripts, thorough checking is done to identify copy work and other acts of misconduct that may have occurred. This can only help at the level of marking, and not the classroom. During final exams in the university, a glance in the halls will reveal many students copying from each other, noise from many areas and pieces of papers being flung from one corner to the other.

Nnam & Inah (2015) notes that examination is a yardstick against which students or candidates' competence and progress are formally measured and appraised in the education sector. According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this forms a feedback. George and Ukpong (2013) opine that examination is the most common tool around which the entire system of education revolves, it is the instrument used to decide who is permitted to move to the next level. Malik and Shah (1998) cited in Akaranga and Ongong (2013) observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not be obtained. Hence, the result of such evaluation leads to wrong decisions and judgments which affect the teacher, the learner, the entire education industry, as well as the society. Whenever there is examination irregularity or malpractice, the validity and resulting outcome is questionable. The common belief on certificates as the only yardstick to measure one's qualification has led many Cameroonians to buy educational certificates to prove their academic worth. Educational/examination malpractice in Cameroon is as old as the country itself. The Examination Malpractice Act (1999) explains examination malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secures any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued. Again, examination malpractice is commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage.

Generally in Cameroon, cheating; a phenomenon harnessed by most students to see themselves through their examinations has become alarming over the last 5 decades. For some students, cheating during exams is normal, while for others, they cheat because it is a solution to their success. Theoretically, many theories can be used to describe the relationship between examination malpractice and students' future. In this study, three classical sociological perspectives can be used in providing theoretical backing, which are the structural-functional theory; which points out the contribution of examination malpractice in maintaining a stable social system and its negative consequences for the social system. The second is the conflict theory which reveals how examination malpractice generates various types of conflict in the social system and its role in perpetuating inequality. While the theory of symbolic interactionism points out how examination malpractice takes place through interaction. But for this study, the

social learning theory of Albert Bandura and the Behavioural theory of Operant Conditioning by B.F Skinner was used to provide an in-depth understanding of this research.

1.2 Statement of the Problem

Examination is the most common tool used in the educational sector to decide who is qualify to go to the next class or next level, as well as what is used to decide who should be in a particular position or handle a particular tasks in an organization, but a lot of malpractices have crippled into it.

During the final exams of the researchers, they realized that the exams was characterized with many mishaps. This could be visible as many of the students were seating close to each other, some were often seen moving up and down in the exam hall, and when invigilators asked them, they gave silly complains like they want to beg calculators or pencils and others talk of erasers. The researchers also noticed with a lot of dismay that many students were often begging permission and going outside after seeing the exam questions and they were not being accompanied by invigilators. Furthermore, a perusal in the exam hall showed that we had close to 450 candidates in the exam hall sometimes with just 5 invigilators, giving a ratio of about 1:90, that is one invigilator taking care of about 90 students, and sometimes, the students are answering multiple choice questions. Worst of all was that the student's identification papers were not checked upon entering the exam halls, nor during the time they were writing. One of these researchers also pondered how a student three years ago was caught during the GCE exams when he was invigilating with a bundle of pre prepared materials inside the hall. This type of students move along the streets with certificates they cannot defend. It is therefore with this fact in mind that the researchers set out to find out how educational malpractices like cheating during exams, interpersonal relationship between students and invigilators and absenteeism can be curbed.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study is to examine the effects of examination malpractice on students' future.

1.3.2 Specific Objectives

Specifically, this research seeks to;

- 1) Examine the relationship between impersonations and students' future.
- 2) Find out the effects of bribery on students' future
- 3) Evaluate the effects of copy work and cheating during exams and students future
- 4) Propose possible solutions to curbing examination malpractice

1.4 Research Hypotheses

The following hypothesis was to guide this study.

1.4.1 General hypothesis

HA: Examination malpractices significantly affect student's future

HO: Examination malpractices do not significantly affect student's future.

1.4.2 Specific hypotheses

Ha1: There is a significant relationship between impersonations and students' future.

Ho1: There is no significant relationship between impersonations and students' future.

Ha2: There is a significant relationship between bribery and students' future

Ho2: There is no significant relationship between bribery and students' future

Ha3: There is a significant relationship between copy work and cheating during exams and students future.

Ha3: There is no significant relationship between copy work and cheating during exams and students future.

2.0 REVIEW OF RELATED LITERATURE

This chapter examines the review of concepts, relative to other works. It also examines the theoretical section of the study, to provide support to the research.

2.1 Conceptual Issues

2.1.1 Examinations

An examination is a formal test that you take to show your knowledge or ability in a particular subject, or to obtain a qualification. Also defined examination as the process through which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period (Balogun (1999). Examinations could be internal or external. It could be oral or written, essay or objective type, theory or practical constitutes an integral part of the education process. Examples of internal examinations are continuous assessment tests, terminal, semester and annual or promotional examinations. Examples of external (public) examinations common in Cameroon schools are Common Entrance Examination for admission into secondary school. School Certificates examination is conducted by the GCE Board and competitive entrance examinations into ENSET. The outcome of the examination is used as a basis for decision-making on the examinee's ability. The examinee is consequently awarded a certificate which could qualified students for admission into a school, promotion into higher level of an institution and employment opportunities.

2.1.2 Examination malpractice

Olushola (2006) stated that examination malpractice is an unlawful behavior or activity engaged in by students to have personal advantage in an examination over their colleagues or mates who are taking the same examination. Malpractice could be committed before, during or after the examination by either the students taking the examination or by officials assigned with the administration of the examination. Dike (2005) from the psychological point of view saw examination malpractice as all forms of cheating which directly or indirectly falsify the ability of the students. It refers to counter practice that is against the ethics of examination. It is also an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process.

According to Udim, Abubakar and Essien (2015) examination malpractices could be encouraged as a result of: Students being sometimes left without any direction or are pushed too hard and too far by parents to achieve the desires of such parents. This problem often makes the candidates to do courses that they cannot cope with, are not interested in, or may not be beneficial to them. Also, with truancy and absenteeism; where students were ill prepared for examination because they do not know what others have been taught. It is natural that when a student does not attend lecture(s), there is no miracle that will make him or her pass, except if he or she indulges in examination malpractice, lack of proper teaching of students before examination can also encourage examination malpractice. Some school teachers are either lazy or indulged in their private practices when they are supposed to be teaching their students and thus, put in grossly inadequate time in teaching/coaching their students. When the time for examination comes, in order for them to preserve their jobs and also uphold the name of their schools, such teachers tend to resort to examination malpractices. Poor state of infrastructure in schools is another cause of examination malpractice. Where a school lacks such basic facilities such as classrooms, laboratories, libraries and other vital equipment and facilities, teaching and learning cannot be carried out effectively. Long periods in which schools are closed due to strikes by teachers could also result in examination malpractice. When schools are closed, student are compelled to go back to their various homes and either roam the street, stay idle or engage in nefarious activities. During examination, such students may not be able to recall what they had learnt and the best bet for them is to participate in examination malpractices. Poor admission and promotion policy by schools can also enhance examination malpractice.

When admissions are not given to candidates based on merit but based on sentiment, the said students may not be able to withstand the academic stress; the last option for such students will be to embark on examination malpractice. In the same vein, when students are promoted from one class to another without recourse to whether they have passed or not, they tend to be ill equipped at the end of their study and thus depend on examination malpractice. Inadequate staffing of schools is another major reason why students cheat in examinations. For a student to learn and understand any subject matter, he or she ought to be taught adequately. In a situation where students are not taught adequately due to lack of sufficient teachers, such students or schools tend to indulge in examination malpractice to pass examinations. Poor attitude of students towards their studies resulting in non-preparation for examination can also cause examination malpractice. A student, who failed to study hard when he or she has examination to write, will always get involved in examination malpractice in order to pass such examination(s) (Olushola 2006).

2.1.3 Types of examination malpractices

Onyibe, Uma and Ibina (2015) opine that in every examination, students develop new methods of perpetrating examination malpractices. The instances of examination malpractices vary. They range from impersonation, leakage of questions, tampering with results, and computer fraud to fraudulent practices by invigilators. Some forms of malpractices are discussed below.

1. Collusion among candidates themselves and between them and examination officials: Collusion occurs when candidates writing the same examination copy from one another. When examination official leaks the examination materials to the intended examinees, parents, or

overzealous school managers prior to the examination time, the malpractice committed also falls under collusion. Collusion leads to mass cheating in examinations.

2. Impersonation: This is a case where another candidate or hired stand-in sits for examination on behalf of the genuine candidate; Male candidates sitting in for girls or vice versa and twins writing examinations for each other.

3. Giraffing: This form of cheating takes its name from one of the African wild animals with an extremely long neck, legs and small head (Akaranga & Ongong, 2013). It is a process in which an examinee stretches out his neck as long as possible to view and copy what a fellow candidate has written down for a given question. Giraffing is among the oldest and the commonest form of examination malpractice.

4. Inscription: Students have now advanced to the level of inscribing materials or information on anything like parts of their body for example palms, thighs, baby pampers; handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on (Oredein, 2006). Nursing mothers convert the tender skin of their baby to white board; intermittently during examination seek for permission to breastfeed their baby only to use such avenues for note reading or revision. A new examiner will be dumbfounded during NTI Distance Learning and universities part-time programmes' examinations.

5. Irregular activities inside and outside the examination halls: Students, who have made up their minds to cheat, exhibit unwholesome behavior during examination. For instance, smuggling out question papers out of the examination hall, sending and receiving information from other candidates or from agents and touts outside the hall, tearing part of the question paper or answer booklet during the examination to perpetrate malpractice.

6. Scientific malpractice/ the use of mobile phones during examinations: Nowadays, candidates employ unauthorized scientific calculators, organizers, compact disc, and mobile phones to take undue advantage. Mobile phones with cameras (imaging functions) are used to take snapshots of a whole textbook in a much reduced format for use during examination. For examination that involves multiple choice questions, candidates inside the examination hall receive the answer through the handsets from their agents even outside that geographical location.

7. Bribery: This form of malpractice may be used to enhance teacher-student collusion to cheat. It brings in the economic perspectives in examination malpractices. A student may pay an examination official some money not necessarily to buy the question paper, but to be allowed to use illegal materials smuggled into the examination halls or to extend the examination scheduled period. Male students offer money or other valuables while female students use money or sex to bargain for "upgrading" of their examination scores. Bribery is common in both secondary and tertiary levels of education examination.

8. Intimidation / Assault on examination officials: There are reported cases where students and touts brandish dangerous weapons like daggers, pistols, axes, etc. in the examination venues to intimidate invigilators to have a free day while committing the heinous crime. Students who indulge in secret cult activities are more prone to this violent act. The case of intimidation is more evident during external GCE or during final semester of undergraduate studies examinations.

9. Other forms of examination malpractice include the use of coded sign languages by some candidates, exchange of answer booklets for note comparison or outright impersonation, mass cheating, leakage of question papers.

2.1.4 Causes of examination malpractices

Many reasons have been adduced to be the cause of the prevalent cases of examination malpractice. Petters & Okon (2013) identifies the causes to include fear of failure, craze for certificates, desire of parents to have their children in choice professions and university, pressure on students to pursue courses which they have no aptitude for, pressure from teachers who want to gain favour of students and overcrowded sitting arrangement. George & Ukpong (2013) link the increasing rate of examination malpractice to poor teaching, ineffective preparation by students, ill-equipped library facilities, and dubious admission policy. Akaranga & Ongong (2013) views the cause of examination malpractice to parental upbringing. They opined that because of social status and economic ability, most parents are easily persuaded to bribe their way through for the sole success of their children and self-gratification. General moral decadence and the high premium placed on achievement and certificates by Cameroonians has in recent times spawned examination fraud. The overdependence on educational certificates as a measure of one's knowledge and competence has led to a mad rush by most people for educational certificates through unethical means. The disjunction between culturally acclaimed goals and the institutionalized means of achieving these goals coupled with the cultural context of great emphasis on success-goals without equivalent emphasis upon institutional means of attaining these goals have created an environment that predisposes some students, teachers, parents and others to examination malpractice (Jimoh, 2009).

Chidi (2003) holds that if students who bribe their ways out of the exam halls will only go ahead to make the community in which they find themselves to be more corrupt. He further asserts that a teacher in a training school who cannot pass written exams or final test and bribes his or her way out, or involve in examination malpractices cannot be able to manage his or her students in class, not to talk of teaching. He thus holds that such teachers will only be educating individuals who will become 'intelligent devils'. To him, he sees intelligent devils as people who cannot do any positive contributions in their societies and will only become arm robbers in future.

2.1.5 Consequences of examination malpractices

Examination malpractice has grave consequences on the individuals and institutions of learning, communities and the country at large. Dismissal, termination, loss of position, and lack of self-confidence are effects and have caused a lot of embarrassment and suffering to individuals, families and the nation. The guilty ones who were not caught and punished cannot defend the certificates procured not to talk of working at their duty posts (Onyibe, Um and Ibina, 2015). Again, in a society where examination malpractice is predominant, its impacts are visibly seen in the type of human resources the education system has produced. Again, educational systems strive to inculcate high level of discipline, diligence, moral love for others; to the recipients where the examination is fraught with malpractice, all the important feedback mechanism become faulted and the educational system becomes distorted. The prevalent rate of bank failures, collapse of buildings, economic sabotage, vandalism, kidnapping/hostage taking for ransom, drug trafficking, fake drug manufacturing and sales are practical effects of moral

decadence, emanating from examination malpractice. Effects of examination fraud are displayed in the filling stations, churches, homes, hospitals and markets, practically everywhere.

The fight against corruption cannot be realized if examination malpractice continues to be rampant in our educational system. As future leaders who have been equipped through a school system characterized by academic fraud and dishonesty, will certainly manifest this fraudulent behavior in any organization they may find themselves. Those that cheated to pass examination will cheat to get employed, get a spouse, and even to win election through electoral violence or other sharp malpractices. Other effects of examination malpractice include discouragement of students from hard work, low productivity and poor job performances, bribery, corruption, and certificate racketeering. Examination malpractice with its disadvantages is affecting all the facets of the society negatively. The potentials of this nation will be difficult to realize socially, economically, and technologically until the individuals, governments, and other stakeholders in the education sector collaborate to eradicate this malpractice.

2.1.6 Possible solutions of examination malpractices

No one can claim to have all the solutions to the eradication of examination malpractice in Cameroon. Onyibe, Uma and Ibina (2015) believed strongly that the following suggestions will curb malpractice to the plainest minimum. To begin, Societal re-engineering and re-orientation to revamp moral values: Good moral values should be properly instilled into our youths, and parents counseled to stop aiding their children to cheat in examinations. Again, there is a need to engage only honest persons in examination management. Petters & Okon (2013) also suggest effective counseling services in schools to assist students acquire techniques of effective study habits. Also, Teachers should be equipped for the technologically-driven world (Uzoigwe 2001). Teachers cannot provide experience and activities that guide students' progress towards understanding of ideas if they themselves do not know what these ideas are; neither can they provide experiences that challenge students if they themselves share in the same misunderstanding (Jimoh, 2009). Since some of the teachers in our various level of education are beneficiaries or products of malpractice, a compulsory nationwide retraining of teachers is very important to re-equip them to impart knowledge. And those found non-trainable should be reassigned with administrative duties.

Uzoigwe 2001 further asserts that Enhanced salary should be paid to teachers and special welfare package given to examination officials to dissuade them from financial and material inducements from students, parents, and others who may want to subvert the examination process. The examination officials include teachers who invigilate examinations, supervisors who oversee the conduct of examinations in schools, officers of examination bodies who monitor the conduct of examinations and law enforcement agents charged with the security of the examination center. Lastly, tools for effective teaching and learning include current and quality textbooks, up to date laboratory equipment, and workshop tools. This vital equipment should be provided and the libraries and laboratories made conducive for learning activities. In fact the whole school environment should be learning-friendly and conducive for human habitation

2.1.7 Impersonation

Onyibe, Uma and Ibina (2015) defined impersonation as the case where another candidate or hired stand-in sits for examination on behalf of the genuine candidate; Male candidates sitting in for girls or vice versa and twins writing examinations for each other. Impersonation is one of the most commonly practiced form of educational/ examination malpractice. Many people use this to perform or carry out one selfish act or the other. It has even become a normal thing in the school milieu, where students pay others to sit their exams in their place. To Theophille and King (n. d), impersonation can be described as either impersonating another student or allowing oneself to be impersonated for purpose of taking examinations, or carrying out laboratory or other assignments. They went on to exemplify that one student can cheat by using another's Identification card. If both of the students are aware of what is going on, they will be punished for impersonation. For example, one might receive a fail mark, while the other maybe expelled from the examinations or from all government examinations.

Gbagolo (2011) defined impersonation as the hiring of touts to take examinations by appearing in the halls as genuine candidates. Ndifon and Ndifon (2012) asserted that a major difference between mercenary (impersonation) and other forms of examination malpractice is that the actual candidates in question perpetrate other kinds of malpractice while mercenary involves the recruitment of an external body to take or sit the examinations on behalf of the bonafide candidate. Issa (2012) explained that a mercenary is considered as the intellectual giant who takes examinations for the person who has engaged his services. This is because such an individual either comes from an institution of higher learning or had already succeeded in similar examinations in the past. When a mercenary is used in institutions of higher learning, the impersonator is either a more competent hand in the course concerned or is regarded as such. Paying someone or talking someone into taking an exam is a very serious offense. This is because it is a planned a purposeful action. There is no effort on the part of the other student been impersonated for to attempt to show his knowledge. A serious offense of this nature requires a significant sanction even though it might be the first attempt. When students start committing crimes like impersonation during examinations, it is a clear indication that in the future, they will be so obsessed with such crimes, and they will be a menace to the society in which they live. Their future will be so fraudulent.

2.1.8 Intimidation

Urim 2015 holds asserts that ages ago, as well as more recently, intimidation has become a talk on every mouth. Intimidation in schools have become so rampant and pronounced that it extends from common games out of the school campus, to inside classrooms and worst of all, examination halls. Students intimidate their mates because of one reason or the other. Some do so because they want to be noticed as superiors to others, while others bully because they are demanding one thing or the other from their mates. It does not exist only between class/ school mates. It also extends to teachers and administrators, where some of these students may intimidate or bully their teachers because they want to be favoured during classroom tests and even examinations. This has been happening where it has been recorded that students get into the examination hall with weapons to frighten invigilators so that they will favour them when they are caught cheating. Beyond frightening the invigilators, teachers and classmates, some even go

as far as carrying out their threats by harming their prey. Most at times, before cheating students move into the exam halls, they had also passed warning messages to their room invigilators and bench mates that they will not hesitate to deal with them later if they prevent them from cheating.

Other cases happen when cheating students seize their mate's scripts, to copy from them. Others pull out dangerous weapons such as knives and place on their tables, where it is very visible for invigilators and students to see, so that it will immediately ignite the fear in them from counteracting their actions. Recently, to curb the situation, the educational system had come up with the idea to install security officials in examination halls to avoid the risk of intimidation by cheaters. This however could have yielded some fruits, but contrarily, students get scared seeing the police or other law enforcement officers carrying guns around them. So the solution to an extent did not really work. Some experts propose that the idea of taking security officers into examination halls is not too bad, but could be limited to the extent that they move in unarmed, or they could remain outside the halls armed. (Urim 2015)

2.2 Theoretical Framework

This section deals with theoretical backing to this study. According to this research, two theories have been used to support this literature. These are the social learning theory of Albert Bandura, and the Behavioural theory of Operant Conditioning by B.F Skinner.

2.2.1 The Behavioural theory of Operant Conditioning by B.F Skinner

Operant conditioning refers to a kind of learning process where by a response is made more probable or more frequent by reinforcement. It helps the learning of operant behaviour, the behaviour that is not necessarily associated with known stimuli. Skinner called this theory operant conditioning because it is based on certain operations which an organism has to carry out. The term 'operant' stresses that behaviour operates upon the environment to generate its own consequences. An operant is a set of acts which conditions an organism in doing something. In the process of operant conditioning, operant responses are modified or changed by reinforcements.

Reinforcements are special kinds of conditioning within which the tendency for a stimulus to evoke a response on subsequent occasions is increased by reduction of a bond. Based on the findings of his experiment, skinner concluded that behaviour is shaped and maintained by the consequences. It is operated by the organism and maintained by its results. Skinner believed that behaviours could be learnt from the environment. It could also be unlearned through reinforcers, which could be negative or positive. Through negative reinforcers, the organism can be punished for doing something wrong, so that such an act is not repeated again. Positively, it could be rewarded to repeat an act if it was good.

Learning here is facilitated by the kind of intimate personal relationships, which a habitual examination cheat shares with another cheat or potential cheat. Learning also entails learning the skills, motives, rationalisation and all other mechanisms of carrying out the malpractice behaviour. Such skills and techniques include innovating different rationalising behaviour with such aphorism mind-set as 'everyone in Cameroon is a cheat', 'I need good grade to get a job', 'no success without element of crime'.

Relevance of this theory to the current research

The theory is very important to this body of knowledge as it brings out the tenets of behaviour, how they are learnt, and how they can unlearn. It is also linked in that, students learn cheating malpractices from others (their environment), which could be peers, parents, supposed role models in their communities, and even teachers. This automatically mean that some of these examination malpractices portrayed by students today, they learned from some parents, teachers, peers and others in the community.

This theory also links to this work by making us understand that these cheating behaviours can be unlearn through punishment. If students who cheat during exams are severely punished, commensurate to the degree of the crime committed, it is possible that they can unlearn the cheating behaviour as well as others will realised and not carry out such acts because they are aware of what awaits them.

2.2.2 Social Learning Theory by Albert Bandura, 1977

The social learning theory of Albert Bandura, postulated in 1977 agrees with the behaviourists theories of classical conditioning and operant conditioning that behaviour is learnt form the environment through the process of observational learning (McLeod, 2016). This theory emphasizes the importance of observing and modelling the behaviours, attitudes and emotional reactions of others. Bandura (1997) states: “Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Nowadays children are surrounded by many spheres of influence (models) such as parents, teachers, the television, social media and peer groups. These models groups exhibit various types of behavioural patterns that might be imitated by with children with little regards as to whether the behaviours is ‘gender appropriate’ or not. Bandura suggests that a child who has seen his\her parents being kind and caring will tend to do conversely the same. Conversely, a child who has seen aggressive behaviours of parents is likely to be violent in solving problems.

Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. The component processes underlying observational learning are; Attention, including theory modelled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement. Retention, it involves symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal. Motor Reproduction, includes aspects like physical capabilities, self observation of reproduction, accuracy of feedback. Motivation, it includes issues like external, vicarious and self-reinforcement.

Wherever they go, they learn what they see. Whatever they hear, they take, especially from their heroes and elders. In the community in general, when students enter offices and they are demanded to offer bribes for services, they in turn learn and use it in their examination halls. They learn to bribe their classmates to write their exams for them. They also bribe teachers to

leak examination questions to them. In situations where their prey refuses their offers of bribe, they switch to intimidate them.

Summarily, students could also learn a great deal from their peer groups and teachers at school. Examples of such behaviours to observe and imitate can include; male and female, pro and anti-social groups. These children devote much attention to some of these people they call heroes, and encode their behaviour at a later time; they may mimic the encoded (observed) behaviour which had been observed. All these bad behaviours when learnt have damaging effects on the student's future.

Relevance of this theory to the current research

The importance of this theory to the current study under investigation is that this theory is highly connects the social environment and examination malpractice. It shows how the school in general as a social environment influences students to indulge in examination malpractice.

It shows how students indulge in bribery, impersonation and intimidation, because they learn from their peers, heroes (teachers, principals), and their parents. Students live in the social environment which is their school campuses. Their homes too are also an environment.

This theory also makes us understand that just like bad behaviours are learnt from the social environment, with the actors being parents, teachers, heroes (public figures), these same personalities, through their behaviours can make the students unlearn these bad behaviours.

2.3 Empirical Literature

Emaikwu, Sunday Oche (2012) carried out a study titled Assessing the impact of examination malpractices on the measurement of ability in Nigeria. The purpose of the research work was to assess the impact of examination malpractices on the measurement of ability in Nigeria. The design of this study is survey research. A sample of 300 students and 100 lecturers randomly selected from four universities in North Central Nigeria was used for the study. The instrument for data collection was a structured questionnaire developed by the researcher. Four research questions were answered and one hypothesis was tested. The result indicates that lecturers and students indulge in examination malpractice in Nigeria. It is affirmed that examination malpractice is caused by undue emphasis on paper qualification, fear of failure and inadequate preparation among other factors. The result also shows that the major types of examination malpractice being perpetuated in universities are possession of 'foreign materials' during examination, collusion by students to cheat in examination and continuous assessment malpractice. It reveals further that examination malpractice leads to lack of confidence in Nigerian educational products, results in half-baked graduates, discourages hard work and lowers the standard of education. The article maintains that the calamity of examination malpractice is not just the havoc it wrecks in our educational system but the gradual indoctrination of youths into the practice of fraud. It is recommended that examination malpractice legislation should be enforced and that guidance and counseling services be adequately provided in universities to minimize the incidence of examination malpractice.

Adegokeh B, (2016) carried out a survey. This research was carried out to investigate examination malpractice among secondary school students in Mushin Local Government area in Lagos State. The project highlights the causes of examination malpractice among secondary

school students, the effect of examination malpractice and solution to examination malpractice in secondary schools. In this research work, a sample of twenty (20) teachers and one hundred (100) students were collected by means of simple random sampling techniques from five secondary schools in Mushin Local Government. The research instrument used for the study was the teacher's and student's perception questionnaire which was validated by the supervisor and used for the collection of data from the respondents. The data collected from respondents were analyzed with distribution tables and simple percentage. At the end of the analysis the study revealed the major reasons for examination malpractice which include parental pressure for good grades, value attached to certificate and so on. The study further recommended that parent should not put pressure on their children for good grades. Also emphasis should not be lay on certificates.

Okey, Stella- maris and Moses. (2011) published a work on examination malpractices. They held that this phenomenon has become a recurrent decimal in schools, both secondary and higher institutions. Misconducts in examinations tend to have a direct connection with corrupt practices involving students in these institutions as it provides opportunities for them to get an education by fraudulent means. That questions the validity and credibility of the grades they earn in academics and reflects in their overall performances in the labour market. To Okey et al (2011), examination malpractice is a widespread case of corruption in higher institutions of learning. They continue by defining bribery as any act of dishonesty in public service. Examination malpractice is inextricably connected to corruption as it involves any fraudulent act that gives a student an advantage to get unmerited grades before, during and after examination. Fasasi (2006) also shared his views in support of this definition. Quite a number of guardians and parents believe that obtaining good grades in examinations can ultimately lead to career success for students. Some of them consequently mount huge pressure on, and if possible, meddle with the educational process to ensure their relations can pass given tests. Employees in the country, on the other hand, prioritize certification over acquisition of employable skills from job seekers. These cause students to more desperately engage in inappropriate activities so as to be able to pass tests at all cost than to be educated. Such practices raise questions about the grades students earn at school and reflect on the overall performance of those affected at their workplaces.

Participating in such acts makes the students to develop knowledge and skills illicitly, motivated by the quest to also prove his or her ability to acquire knowledge, paper qualification and to excel in academics at all cost (Bitrus, 2013). This sharp practice in schools has become rampant to the extent it is appearing to supplant the right procedures often emphasized in the conduct of examination. Bribery has so permeated the educational system that a considerable number of students now see malpractices as the right means to achieve in academics. Students go as far as bribing not only their mates to assist them in the examination halls, but also teachers, whom so of them are not even ashamed to collect few coins and bank notes, and no monetary items from these students. With these, they help destroy the future of the student. As such, breaches of or disregard for the rules and regulations of examinations, can be committed with impunity.

3.0 RESEARCH METHODOLOGY

This chapter describes in detail the method of data collection, the research design, area of study, population of study, research sample and sampling techniques, instruments for data collection, validation of instruments, administration of instruments and data collection, and methods of data analysis.

3.1 Research Design

This research design used in this study is the survey research design. This is generally one in which a group of people are studied by collecting data and analysing results, with only few respondents considered to be representative of the entire group. The researchers used this to instigate and collect data on the effects of educational malpractices on student's futures.

3.2 Area of the Study

The researchers focused this study in the North West region of Cameroon, Mezam Division and specifically Tubah subdivision. The researchers focused on Higher Technical Teachers Training College (HTTTC) Bambili. It is located 4.87 latitude and 12.52 longitudes and it is situated at elevation 701 meters above sea level. Bamenda has an average population of twenty thousand inhabitants, who carry out different activities. Bambili where the study was carried out is mostly a student residential area where many mini cites have been built to accommodate the student population. Bambili is presently hosting the University of Bamenda, where HTTTC is one of its schools in the university. It is located some one thousands metres from the ring road to Ndop, specifically from Bambili round about (popularly known as corners)

3.3 Population of the Study

Population according to (Nwergu, 2006) refers to all the members of a group; examples can be human beings, stones and animals as well as groups having the same or common characteristics. In this like, the population of this study include target population and accessible population.

The accessible population of this study involves 120 students in the Higher Technical Teachers Training College, HTTTC.

Table I: Tabular presentation of Accessible Population

Option	Number of students
Computer science	28
Administrative techniques	32
Social Economy and management	33
Economic science	27
Total	120

Source, student researcher's field work 2020

3.4 Sample Size

The sample size of this research survey is the actual number of respondents that was used to conduct the test. 120 were maintained as the sample size. When a sample size is too large, it can result to faulty results, same as when the sample size is too small. When it is too small, under representation might occur. To the researchers therefore, 120 respondents is the ideal sample size for the survey as they were made up of the final year students whom we could get access to.

3.5 Sampling Technique

The Purposive, also known as the judgmental sampling technique, which is a non- probability sampling technique was used to acquire the required sample for this research. This is because particular set of persons were needed to respond to the items from the research instrument. Students in the final year classes were ideal for the study and based on how to gain access to the sample, this judgemental technique was used.

3.6 Instruments for Data Collection

Instruments are the various tools, used by the researcher to collect information or data. The Instrument that was used for data collection was the questionnaire. Questionnaires were formulated on the basis of the research questions and review of related literature. All of the questions were close- ended. The items only required the respondents to acknowledge if the items reflected their views as perceived by the researcher. The items therefore warranted either a 'YES' or a 'NO'. Three (3) items were constructed per indicator (impersonation, bribery and intimidation), making a total of 09 items for the entire instrument.

3.7 Validation of Instruments

The questionnaires were prepared and given to the supervisor; she read and made some corrections then approved them. Help was also sought from course mates. They gave their own proposals which the researchers found helpful to the construction of the questionnaire. And this was the face validity. After the scrutiny by the supervisor, the researchers carried out a pilot test for 10 students. This was so that it should be reliable during administration. This was known as content validity, when this was done the ten students understood the questions which made it to be reliable, and some minor corrections were also done by the researchers after this process.

3.9 Method of Data Analysis

The method used to analyse data collected through questionnaires was simple percentage count. The formula of this method is as shown below. The instrument will be questionnaire and simple percentages will be used to analyse it.

$$\frac{\% \text{ count frequency}}{\text{Total count}} \times 100$$

$$\frac{\text{Total count}}{1}$$

4.0 ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter is all about the presentation and analysis of data collected from the field, in accordance with the research questions.

Table 2: Questionnaires Distribution and Return Rate Table

Respondents	Number sent out	Number of respondent	Number return	percentage
Students questionnaires	120	120	120	100%
TOTAL	120	120	120	100%

Source: Field work

From table II above, it is seen that both teachers' rate and students' were at 100% return rate meaning that all the questionnaires that went out came back, taking instrument mortality to 0%.

4.1 Presentation of Research Questions and Analyses.

4.1.1 Research Question One

Table 3: Impersonation effects on students future

S\N	Questions	Responses				
		YES	NO	% YES	% NO	TOTAL
1.	Is it a crime to impersonate?	120	0	100%	0%	100%
2.	Are there positive legal benefits of impersonation?	0	120	0%	100%	100%
3.	Should punishment concerning impersonation go beyond serving jail terms?	108	12	96%	4%	100%

Source: Field work

After analysing data patterning to items of research question one, the information on table 4.2 reveals that all the respondents (100%) accepted that impersonation is a crime. Also, all the students agreed that there are no legal positive benefits of impersonation. Lastly, while 96% of respondents agreed that punishment concerning impersonation should go beyond jail terms, a impfewer population (4%) rejected. Therefore these responses prove that impersonation is a hideous crime and should be seriously punished.

4.1.2 Research question 2

Table 4: Bribery effect on students future

S/N	Questions	Responses				
		YES	NO	%YES	%NO	TOTAL
	BRIBERY					
6.	Is bribery a civic value?	0	120	0%	100%	100%
7.	Is bribery common among students in the university?	99	21	82.5%	27.5%	100%
8.	Is bribery punishable by law and can it destroy the student's future?	120	0	100%	0%	100%

Source: Field work

Information on table III reveals that 100% of respondents accepted that bribery is not a civic value. 99 respondents confirmed that bribery is common among students in examination classes, while 25 of them rejected. This is because they are in exams classes where everyone is striving not to repeat the class; for fear that he/ she might be mocked at. This is one of the reasons we find most students bribe even examiners, so that they can pass their exams. All the respondents also agreed that bribery is punishable by law, and that it is capable of destroying the student's future. In future, the students will not be able to perform common tasks on his/ her own without getting assistance from a colleague, that is, if the student had the chance of gaining employment. Also, the student will become so corrupt, that he/ she will give and receive bribes.

4.1.3 Research Question 3

What are the effects of intimidation on student's future?

Table 5: Intimidation effect on students future

S/N	Questions	Responses				
		YES	NO	%YES	%NO	TOTAL
	INTIMIDATION					
11.	Is intimidation a form of examination malpractice?	120	0	100%	0%	100%
12	Does intimidation have an effect on student's future?	102	18	85%	15%	100%
13	Is it punishable by law?	119	1	99%	1%	100%

Source: Field work

To answer research question three, table V above divulges that a majority of 100% in contrast to 0% agreed that intimidation is another form of examination malpractice. 102 students out of a hundred and twenty went ahead to agree that intimidation have an effect on student's future, while 15 rejected. When asked if intimidation is punishable by law in Cameroon, 99% accepted, and only 1%, that is one respondent refused. Generally, intimidation is very detrimental to student's future

Table 6: Possible solutions to curb examination malpractice

S/N	Questions	Responses				
		YES	NO	%YES	%NO	TOTAL
	Proposed Solutions to the Problems					
16	Students who had been practicing these forms of examination malpractice should be identified and treated as students with special needs?	109	11	90.8%	09.2%	100%
17	Do you think providing good counselling services to schools can help bring recalcitrant students back on track, to prevent them from nursing ill thoughts?	120	0	100%	0%	100%
18	Do you think punishing perpetrators of examination malpractices like; expelling them from the exams, jailing them, and excluding them from participating in any activity of the government can help to curb this phenomenon?	120	0	100%	0%	100%

Source: Field Work

Table VI discloses that when respondents were asked whether students who had been practicing these forms of examination malpractice should be identified and treated as students with special needs, 109 of them responded in favour of that, while 11 of the denied, giving a percentage of 90.8% is to 09.2% . When it was also demanded to know if providing good counselling services to schools can help bring recalcitrant students back on track, to prevent them from nursing ill thoughts, everyone accepted, and lastly, when the respondents were asked if they thought punishing perpetrators of examination malpractices like; expelling them from the exams, jailing them, and excluding them from participating in any activity of the government, can help to curb this phenomenon, all the students accepted. These generally mean that examination malpractice has a negative impact on student's future, but however can be controlled with the proposed solutions.

4.2 Summary of Major Findings

There are four (4) major findings of the study. The findings are listed below as follows;

- There is a negative effect of examination malpractice on student's future.
- Impersonation is an examination malpractice which is negatively related to student's future.
- Bribery is an examination malpractice, which is negatively related to student's future.
- Intimidation negatively impacts on student's future.

- Generally as a whole, examination malpractice is a societal menace, which has eaten deep into the educational system of Cameroon. It has very negative impacts on both the student's academics and his/ her future.

5.0 DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the study, limitations of the study, recommendations and terminates with suggestions for further study. In this section, the finding elaborated in chapter four in relation to the research questions of this study will be discussed and also comparing them with the views of some authors as seen in chapter two.

5.2 Discussion according to Research Questions

5.2.1 Research question, to check the relationship between impersonation and student's future

This was the first specific research question which sought for answers patterning to the relationship between impersonation and student's future. The analysis showed that there is a negative relationship between impersonation and students future. Authors have attested to this such as Phiri and Nakamba (2015), who carried out a study on the effects of examination malpractice on pupil's academic performance in geography, in selected secondary schools of Kitwe District in Zambia. Their results showed that examination malpractices (leakages) had a negative influence on pupil's academic performance because they made pupils lose self-confidence, the desire to learn, to study hard and acquire knowledge and skills. It was discovered that most pupils who have interest in examinations examination leakages had no interest in academics, such as reading, doing home works, participating in group work. Similarly the research work by Udim, Abubakar and Essien (2015) proved that deduced that collusion among candidates, impersonation, giraffing, inscription, scientific malpractice and bribery were some of the forms of examination malpractice in Nigeria. This study also found that fear of failure, craze for certificates, desire of parents to choose the profession and university, pressure on students to pursue courses which they have no aptitude for were some of the causes of examination malpractice in Nigeria. This study also found that the examination malpractice has a negative effect on the society, leads to irreversible loss of credibility, has negative consequences on the individuals and institutions of learning, leads to moral decadence and brain drain, leads to corruption, it discourages hard work among students.

5.2.2 Research question two, to check the effects of bribery on student's future

The findings also showed that there is a negative effect of bribery on student's future. This has been supported by Whawo (2015) who investigated on the identifiable corrupt practices among staff and students of secondary schools in Delta State of Nigeria. Just like this current study, results of data analyses revealed that there are several corrupt practices in secondary schools, the most frightening one being examination malpractice. This is because many people are being employed today in and out of the country based on the results seen from their transcripts or certificates. When the students thus graduate with excellent results after cheating during exams, he or she will not be able to carry out tasks given to him or her since they had to maybe bribed to pass exams or so. This is seriously dangerous as in this case, some of such persons may take

away peoples life's. For example, a doctor who bribed to succeed in an exams may give patients wrong injections, thus leading to death. A teacher in the field who could not pass the exams, and thus bribed to make his or her may out will continue unteaching the students, which is just like educating 'modern devils' as Chidi (2003) held.

They also agreed that several evils have been introduced into the school system by corruption. A lowering of academic standard occasioned by the reluctance of students to read has resulted in poor examination performance among students. These and other social evils being practised in the system by both staff and students are depreciating the quality of education at the secondary level. At this level the researcher suggests that teachers be given proper orientation to dissuade them from perpetuating evils in the school system. Teachers and parents are to combine to build up good character in children.

5.2.3 Research question three, to fine out the effects of intimidation on student's future

After analysis of research question three that sought to find out if intimidation has an effect on student's future? Results revealed that the intimidation negatively affected student's future. This is in line with a research conducted by Agwu and Chidi (2003), where there where trying to correlate the effects of harassment on secondary school children in some selected schools in Benin State Nigeria. Their results revealed a negative impact just like that of this current study. They went to propose that parents must start by bringing up their children in a Godly manner, before their teachers can take over in the classroom. They also said that where a student lacked a guardian or parent, the state can assist by proving one for the child, to make sure he/she receives parental guidance like every other child. To my opinion, this idea is great because it makes the child have a sense of belonging.

Conclusion

Examination malpractices have negative effects both on students' future and their academic performance; the respondents confirmed the evils of examination malpractices and their long term effects which include the production of corrupt immoral citizens who would not see the negative effects of examination malpractices because they themselves were beneficiaries of examination malpractices. Thus if examination malpractices went unchecked, our society would be stooped in endless immorality thus, efforts to curb examination malpractices should be supported by every well -meaning Cameroonians. Therefore, we need to see to it that normality was restored to our education system by adhering to sustainable measures which would help all nations to move forward toward achieving zero tolerance on examination malpractices. If others can make grades without leakages, everyone can, all that one needs to do was to start thinking positively about our common future. Therefore, a lot more research needs to be done until a lasting solution was found.

5.3 Implications of the Study

Corruption in the school system has certainly been introduced by staff of the schools. The staff must be given a new orientation through training; seminars and workshops to enable them imbibe the philosophy of the transformation agenda of the Republic of Cameroon is crucial. Parent-Teacher-Association should be revived in secondary schools and made functional. Training for good character formation in adolescents should be a joint responsibility of parents

and teachers. Bad behaviour is infectious on their students. Teachers proven to be engaged in corrupt practices should be sanctioned appropriately by their employers. Same as students who indulge in cheating should be punished accordingly. Staff quarters should be built in schools to reduce lateness to school. It will also enhance the services of teachers to their students after closing hours, especially in extra-curricular activities.

5.4 Recommendations

The researcher recommends that,

The government through the Ministry of Secondary Education (MINESEC) should integrate examination malpractices in the school curriculum as one of the cross cutting issues in the institutions of learning in order to enhance continuous awareness among learners. The government through the Ministry of Secondary Education should build more infrastructures in order to improve the sitting during examinations. The government through the Cameroon General Certificate of Education Board (CGCE) should consider increasing the number of years during which one could be barred from writing examinations from and above so that the penalty is stiffer. Government through the CGCE Board should extend examination malpractices penalties to non- candidates if found wanting e.g. those found photocopying leakages, parents and any unsuspecting persons.

5.6 Suggestions For Further Study

Due to the above shortcomings, the researcher suggests that,

- This same study could be carried out by another researcher, with more than four research questions.
- Another researcher could on this topic with other sampling technique to carry out data collection.
- Another researcher could further his or her areas of studies in more than two schools and the population size could be increased. Lastly the researcher suggests that other researchers could work on this same topic using other theories like the conflict theory.
- The researcher also used the questionnaires as instrument for data collection. Other instruments like observation guides and interview guides could be applied by other researchers.
- The researcher also limited her finding to two schools because of time constraint if not more than two schools could have been better.

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