Educational Technologies and Examination Malpractice in Nigerian Tertiary Education

Ibiye Omieibi-Davids [1]

[1] Department of Educational Technology, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt, Nigeria
E-mail: ibimieye@yahoo.co.uk

Abstract:

Examinations play a pivotal role in assessing academic achievement, yet their credibility in Nigerian tertiary institutions has been severely undermined by widespread examination malpractice, increasingly enabled by technological devices. This study explores the dual role of educational technologies as both tools for cheating and instruments for enforcing academic integrity. Utilizing a descriptive survey approach, data were collected through eight examination seasons via interviews, informal student conversations, behavioral observations, and document analysis from invigilator reports. Findings revealed diverse forms of malpractice involving digital tools, including smartphones used for real-time information sharing, impersonation facilitated through biometric forgery, and covert communication via social media platforms like WhatsApp. Advanced methods such as microchipping of notes and use of smart devices—watches, glasses, and programmable pens—were also documented. Conversely, technology has shown potential in mitigating malpractice through biometric verification, CCTV surveillance, electronic jammers, and computerized attendance systems. However, limitations such as lack of digital literacy among faculty, insufficient funding, and poor policy implementation hinder effective countermeasures. The study highlights the urgent need for systemic reforms and the strategic application of technological innovations to uphold academic integrity. By presenting both the challenges and potential of educational technologies in combating examination malpractice, this research contributes to the development of sustainable solutions aimed at restoring the value of educational assessments in Nigeria's higher education system.

Keywords: Examination Malpractice, Educational Technologies, Nigerian Education, Tertiary Education

Introduction

Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources [1], [2]. This definition implies that educational technology is not just used to solve educational problems but it is used to integrate technology with education in a manner that promotes a diverse learning environment. Ethical practice in the use of educational technology means that technology is used in accordance with the rules or standards for right conduct and practice [3]. It also tells us that we sometimes create appropriate technological processes, not just manage or use what is available.

Technology refers to the application of available knowledge in solving problems. In solving these problems, we use available resources and processes. This means that we use available facilities, machines, gadgets, methods, procedures, and so on. In educational technology, technology is applied into education in two ways. There is technology in education and technology of education. For the purpose of this study, the focus is on the use of technology in education, which is the use of products of other technologies. Technology in education, which is commonly referred to as tool technology, is the use of the products of other technologies such as audio visuals, computer hardware and software in making the educational system effective [4]. This is what is generally referred to as Educational Technologies.

Examinations are comprehensive instruments used to measure students' understanding of the system of knowledge and skills upon completion of a course or programme. They are formal assessments that are used to evaluate students' knowledge, skills and understanding of a particular subject or topic. Examinations are investigations, checkups, scrutiny, inquiry or tests that are administered formally or informally, verbally, on paper, on a computer or at a predetermined place where the administrator wishes that a skill should be performed. They could be written, oral or practical, and are used to test an individual's proficiency in a given subject area [5], [6].

Examinations are common in formal education. This is because of their functions in the educational system. They are used to test the students' knowledge and understanding of a subject matter. In doing this, they help to identify their strengths and weaknesses to determine when remedial measures can be applied to certain learning situations. They are used to promote accountability of students for partaking in an academic activity or programme. Without examinations most students would probably not attend classes or take their studies seriously. They also prepare students for likely challenges they would be confronted in future like time management, critical thinking, choice and decision-making which all come into play in an examination situation. Examinations help to determine whether students have acquired the right knowledge and skills to be allowed to proceed further in his study and to be certificated for attaining the prescribed degree of learning [5].

Examination Malpractice

Examination malpractice is deliberate wrongdoing of students/candidates that is contrary to examination rules and regulations, which is meant to give them unfair advantage over others. It is any unlawful behaviour or activity that students engage in, alone or in collaboration with others to have personal advantage over others that took the same examination. It is defined by the West African Examination Council (WAEC) which is one of the biggest examination bodies in Nigeria as any irregular behaviour or act exhibited by candidates or anybody charged with the responsibility of conducting examinations in or outside the examination hall, during or after such examinations with the aim of taking undue advantage. Examination malpractice occurs before, during and after examinations [7].

Examination malpractice is regarded as a national tragedy in Nigeria. Since it came into national headline in what was notoriously tagged 'Expo 77', this multifaceted hydra headed monster has continued to be a bane in the Nigerian educational system [8]. It is so widespread that in 2019 180,205

candidates representing 11.33% of the total candidates in Nigeria and Ghana had their results withheld [9]. It is serious endemic at all levels of the educational system, and according to Bibi et al, seems to defy everything done to stop it. This includes a 21-year jail term prescribed for offenders in the Miscellaneous Offences Decree of 1984 by a military administration (Essien, n.d.), which was later reduced to a minimum of N100,000 and a maximum of 3 years jail time, or both, in the 1999 Nigerian Constitution [10], [11].

Examination malpractice does a lot of damage to the Nigerian educational system and Nigeria in general. Its widespread rate which involves students, parents, teachers, school administrators, religious leaders and politicians tells of the moral decadence in the society [12]. The tactics used in examination malpractice are so bad that teachers stay away from invigilating examinations because they are bullied, intimidated and assaulted. In order to cause confusions to enable them snatch question papers or return answer scripts that have been answered outside the examination hall, students cause tension and a lot of noise – a method referred to as ECOMOG [13], [14]. Some of the ways in which it causes damage to the country is by giving the country an irreversible loss of credibility; tainting the educational achievements of honest hardworking Nigerians; ruining the educational system; impairs the efficacy of the labour force. It taints the image of the country when students who have attained certificates from malpractice go out of the country with near perfect results they cannot not defend [15]. Also, it threatens the quality of the educational system and erodes the values of hard work, honesty and character of the future leaders of the country [16], [17], [13].

The reasons for the pervasiveness of examination malpractice are varied. Some fingers have been pointed to moral decadence and overdependence on educational certificates as a measure of knowledge and competence to secure a job [12]. Others have poor preparation for examinations, both by the students themselves and their teachers/schools, especially concerning external examinations. They say this could be non-coverage of examination syllabus due to poor facilities and absence/lack of teachers. In a lot of these cases, teachers and school administrators assists their students because they see the reason for their unpreparedness as not being the fault of the students, especially when it has to do with external examinations [12]. Still others say it is due to poor learning facilities, Yahoo Yahoo, Labour Strikes, Poverty and Absenteeism of students and teachers [18]. The reasons and excuses are numerous.

The forms or methods of examination malpractice are as numerous as the reasons for practicing it in the first place. There is collusion/pairing, giraffing, body inscription, bribery, intimidation and assault on invigilators, impersonation, smuggling and substitution of answer scripts, copying from books, stampede method [19]. The various forms it takes at various levels have been thoroughly looked at by various researcher. The purpose of this work is not to continue to flog an overbeaten horse but to show a new perspective of examination malpractice in tertiary institution in Nigeria.

Examination malpractice has existed in some form in the Nigerian educational system in some way for a long time. In the past, it was about students carrying in textbooks or exercise books to cheat, so with careful observation it was easy to accost them because the books were big. In recent times, there seem to be a new trend in malpractice which has been difficult to lay a finger on. This is that no students are seen with books but when marking the answer scripts, it is quite obvious that some collusion went on in the examination hall. This is because multiple students write the same answers to questions that they are not taught or related to the question. An example is the question, 'What is IRC?' in an Educational Technology course. Instead of Instructional Resource Centre, the answers provided are Internet Relay Chat, International Red Cross and Indian Cricket Committee. The curiousity on finding out where these answers were gotten from made this writer check the internet. It was discovered that the students used the internet inside the exam hall. It was either one person accessed the internet and was sharing the information or they were all using their phones. Another curiousity was why students would not put off their phones before putting them away in their bags. A student answered in confidence that it was to distract invigilators who were getting too close to

cheating students. This was the trigger to find out the ways students use technologies in examination malpractice. The writer took the opportunity of being the secretary of a Faculty Examination Malpractice Committee for 4 years to interview students in 8 examination seasons, observe students in the examination hall based on previous responses given by the students interviewed and the analysis of documents reports by invigilators. It also included informal conversations with students on what goes on in examinations. The information gotten from all these various techniques form the basis of this write-up.

Methods

The researchers utilized a descriptive survey research design to study various educational technology influences on Nigerian public university examination violations. For data collection researchers utilized eight examination seasons by combining qualitative methodologies that involved structured and unstructured interviews and direct student conversations and observational examinations. The author collected data by analyzing both documentary reports sent by invigilators and findings gathered from the Faculty Examination Malpractice Committee with the researcher holding the position of secretary. The research approaches discovered multiple kinds of misconduct which involved students hiding smartphones and pretending to be other test takers and exchanging information using WhatsApp messaging services among others. The study adopted grounded methods because the researcher continuously analyzed behavioral patterns and technological misuse against existing written materials. The research methodology delivered complete knowledge of the reasons and technical aspects leading to malpractice with modern technology elements. Confidentiality protection and verified behavior validity were among the ethical guarantees provided throughout the investigation. The analysis technique that integrated multiple data sources produced multiple validated research outcomes thus improving overall data reliability. The study design played a vital role by revealing detailed information about malpractice methods as well as potential solutions through the implementation of modern counter-technologies..

Results

Use of Technology in Examination Malpractice

Examination malpractice is one of the unethical ways in which technology is used in the educational system. Some of the ways in which this is done are the following:

Leakage by Typists. One of the ways in which examination malpractice is enabled is by typists leaking examination questions in the process of typing them by sending them by email or WhatsApp to students who they had previously arranged to do so. This is possible because a lot of teachers are not computer literate and so cannot type their questions themselves; some other teachers can type but they see typing their questions as the work of departmental or school typists [19]. This is, sometimes, done on the presence of the course lecturers who are seated in the same room, thinking they are protecting their questions from being leaked. This kind of leakage is not easily traceable because most of these course lecturers or teachers are not computer literate and so they cannot check to see deleted messages.

Bullets. Also known as micro-chips, these are materials that have been miniaturised. They are tiny piece of papers containing answers to expected examination questions. The students get people to summarise the contents of their course materials, type them and reduce the size of the material to very small sizes. This miniaturisation of course material is done using cameras and computers. These miniaturized materials are then hidden in students' underwear, hair, shoes and so on. They are called bullets or missiles because the students sometimes throw them to each other in the examination halls.

Distracting invigilators. Phones are used in examination halls to distract examination invigilators from accosting cheating students. When an invigilator is walking towards a group of cheating students and the students fear that they are likely to get caught, a student with a phone calls another

phone in someone's bag in the front of the classroom. When this happens, the invigilator is distracted from his course of action. He is likely to look for the source of the noise. The ringing phone also causes noise among the other students who protest the noise and use it as opportunity to discuss.

Copying from smart phones. A smartphone is a cellular telephone with an integrated computer and other features not originally associated with telephone, such as an operating system (OS), web browsing and the ability to run software applications. There is a proliferation of smartphones in the Nigerian society. 66% of Nigeria's 250 million population is said to have 222.5 million smartphones with them. With a majority youth population, smartphones have inevitably found their way into the hands of young people and in the school system. This has brought about availability of innovative software applications and connectivity; access to quality education through e-learning platforms and online course; access to quality resources from globally renowned institutions; improved access to learning materials; reduced cost of education by giving students access to free content and books online [20]. Unfortunately, it has also become a major too for the perpetuation of examination malpractice. Students copy their text materials into their phones and use the information during examinations. Cheating with phones has become a pervasive form of malpractice. In 2007, 1980 students were caught using their phones to cheat in the JAMB UTME [15]. In 2014, Anzene reported that GSM phones have revolutionalised examination malpractice [21]. In 2024, this writer caught 37 students trying to use their phones in a class of 65. It has gotten so back that something has to be done desperately to salvage the image of the country and save the Nigerian educational system.

Figure 1 illustrates the alarming extent of cheating using mobile phones in examination halls, as evidenced by the large number of confiscated phones displayed on the ground. This visual representation underscores the widespread nature of the malpractice, emphasizing how deeply ingrained and pervasive the issue has become in educational institutions. The image, cited from Okanlawon , supports the narrative that mobile phones are now central tools in examination fraud, necessitating urgent interventions to restore academic integrity.

**Figure 1.** The magnitude of the problem of cheating with phones in examination halls [21].

Another way in which the phones are used is to check answers to questions in the examination hall. This is done by gaining access to the internet through their phones. The Internet is a global network of computers linked together in a way that they can share information and other resources on the computers. Various computers around the world are connected in order to get information from each other. For this reason, an individual can get information on almost any topic [22]. They do this using Google, Microsoft Bing, ChatGPT or Wikipedia to check the answers to examination questions.

Another way in which phones are used is with WhatsApp. WhatsApp is a social media instant messaging and voice over service which allows users to send text, voice and video messages, make

voice and video calls, and share images, documents, user locations, and other content [23], [24], [25]. These features, which have been used effectively in communication in different aspects of life, are used by students to perpetuate examination malpractice. The students send and receive messages on WhatsApp to cheat during examinations. A secondary school teacher was caught and arraigned for sending WASSCE English questions on WhatsApp to someone outside the hall in 2020 [26].

Figure 1 illustrates a group of students in an academic institution reacting with anger towards a fellow student who reported a course mate for cheating with a mobile phone during an examination. The image features multiple frames that depict students confronting or possibly intimidating the whistleblower, with captions overlayed that reflect sentiments of betrayal and disappointment. These reactions highlight the peer pressure and negative social consequences students may face when they choose to act with integrity in an environment where examination malpractice, such as using mobile phones to cheat, is prevalent.

Figure 2 depicts a dramatic instance of social backlash within a student community, illustrating how peer pressure can discourage ethical behavior in academic settings. Specifically, the image shows students expressing visible anger toward a fellow student who reported a classmate for using a mobile phone to cheat during an examination. The visual contains multiple frames capturing confrontational postures and possibly verbal aggression toward the whistleblower. Captions overlay the scene, suggesting betrayal and disappointment, which imply a strong cultural stigma associated with "snitching," even when done to uphold academic integrity.
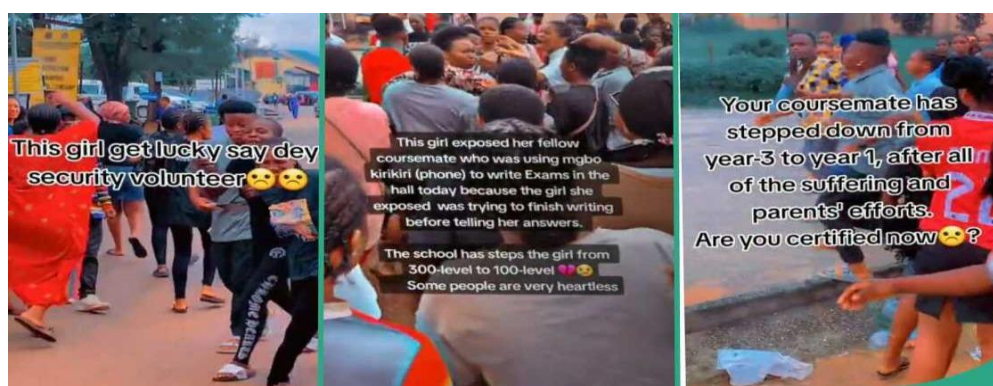
Figure 2. Students in an institution angry that a student reported a course mate for cheating with a phone [26].

This figure highlights a significant barrier to combating examination malpractice: the social cost of integrity. While technologies such as mobile phones facilitate cheating, this figure shows that the real obstacle may be cultural and relational. Students who attempt to support anti-malpractice measures can face severe backlash from their peers, thereby discouraging future whistleblowing efforts. In essence, Figure 2 humanizes the systemic issue by showing the interpersonal dynamics that reinforce malpractice behaviors in academic institutions.

Technology is used to perpetuate impersonation for examinations. Impersonation is the act of pretending to be another person for the purpose of entertainment, like comedians, or fraud. When it is used for fraud, it entails presenting oneself as someone else, presenting their identify as yours or fabricating a false identity bearing their name. It is done to deceive and mislead others. Examination malpractice is examination fraud that involves an individual taking an examination in the place of another person who is duly registered to take that exam [27], [28]. Impersonation is a major examination malpractice tactic. Family members, friends and paid impersonators have been known to enter examination halls to write examinations in the stead of the actual candidates. A situation personally witnessed by this writer is that of a young man who wrote his name in an examination hall as Victoria. When he was found out and confronted because there was an omission in his matriculation number, he continued to insist that his mother had named him Victoria and written it in his birth certificate because

she thought he was a boy. It took the intervention of other class mates for him to admit he was impersonating the lady whose name was Victoria. Such cases abound all over the country [29]. In April 2024, a father was arrested for trying to take the Unified Tertiary Matriculation Examination (UTME) for his son. A young man was also caught writing an examination for his girlfriend [29], [30]. The impersonators, individually or by collusion, falsify examination identity cards for themselves where they have all the particulars of the registered candidate but with their passport photograph instead of that of the registered candidate.

Other technological devices are commonly used in examination malpractice are earpieces, smart eyeglasses, smart watches, smart rulers, and programmable computers.

Discussion

Application of Technology In Tackling Examination Malpractice

There is a popular adage that when the hunter learns to shoot without missing, the bird will also learn to fly without perching. This adage is made on the assumption that the hunter shoots down birds when they go low to perch on trees; so the birds will also fly in a way that they do not perch [31]. This, according to Iroegbu, means that life is dynamic and people must learn to change with it. They can do so by understanding the strategies that can be used to overcome issues that crop up. This can be likened to using technology to solve new problems that crop up in the educational system, which in this case is examination malpractice. Since students will not stop using technology to cheat, the school system has to learn to use the same technology to stop them. Technology can be applied in various ways to minimise the practice of examination malpractice in the Nigerian school system.

One of the first things teachers can do to stop leakage of examination questions is to minimize the number of people who have access to the questions in the first place. As a popular adage says, 'A secret shared with another person is no longer a secret' [32]. It can be blotted out to another person by the first person the secret was shared to for various reasons. Examination questions should be treated like secrets, never shown to someone else. The best way to ensure that no one else sees it is to type it by oneself. An individual can only type his own examination questions if he is computer literate. This is the ability to start up, shut down, use a mouse and keyboard, understand the operating system basics and be able to open and close applications without assistance. If a teacher is computer literate and types his questions by himself, save them in whatever secret name or file he wants, then he has no fears of having his papers leaked. This is more so if he has his own computer.

Another way of using technology to solve the problem of examination malpractice is to print the questions privately by oneself. In some situations, teachers type their questions themselves and take them to a school office or commercial business centre to have them printed. This should be discouraged because questions leak through this printing method deliberately or by mistake. Leaking it deliberately means that the printer consciously removes one or more sheets which he reproduces and gives to friends or sells them to students. Leaking by mistake means that the printer discards a bad copy or rumpled copy which had been jammed in the printer because he does not attach much value to what he is printing. These discarded sheets are then targeted by students who know that their question papers had been printed at a particular business centre. They scavenge the refuse dump where such business centre empties its rubbish at the end of the working day to retrieve such papers [19].

Printing the question papers oneself can greatly minimise examination malpractice but it would be even better if questions are printed very close to the examination questions are set to be administered. When this is done, it reduces the incident of mistaken leakage. Also, teachers should ensure that enough question papers are printed for everyone in the hall. Since printing the papers by oneself reduces the cost of producing the questions, it should reduce the need for teachers to economise in a way that students share question papers in an examination hall or the teacher starts some students while another set of questions are being rolled out for the same examination.

Not printing enough papers for all the students is, sometimes, a legitimate problem in the Nigerian educational system. This is particularly so in public institutions of higher learning. No matter how meticulous a teacher is at taking attendance during class lesson, there are students who would only show up on examination days. Most schools frown at this behaviour and give students 75% class attendance as a condition for examination participation [33]. Even though the policy is available, most teachers and school authorities do not ensure the implementation of the policy. The difficult economic times is the excuse most people give for not being to attain 75% attendance. Besides, a lot of people are of the opinion that university students are adults who should be free to manage their time without restriction; and that being reqular in school does not mean that the participate or comprehend what is happening in class [34]. The problem this has for examinations is that teachers never have the correct number of students to print examinations questions for. There is always a shortage or a waste, when more papers are printed than there are students. Technology can solve this problem. If an electronic identification technique is used for capturing the attendance in the examination hall, the teacher can quickly print the identified number of students while the students are being settled in for the commencement of the examinations.

The use of biometrics can be used and is being used to check impersonation in examinations. This is done by using various types of finger and facial recognition devices and software to identify bonafide students for a particular examination. The use of Biometric technology easily identifies the actual students. This has been used by the Joint Admissions and Matriculation Board (JAMB) to maintain some sanity in its examinations [27]. When in April 2024, a father attempted to take the Unified Tertiary Matriculation Examination (UTME) for his son, he was caught in the act because of the biometric identification done by JAMB. He was caught because his NIN did not match what was registered by his son [30]. The introduction of the National Identity Number (NIN) by the federal government makes this process a little better for schools. This will take care of the present situation of students signing attendance sheets.

Using biometrics can be useful in another form of examination that occurs in the school system but rarely gets mentioned. This is the case of students signing examination sheets for students who are absent in examinations. This is not a common situation in examinations but is known to have occurred. This situation can be easily identified if biometric identifications are done rather than just asking students to sign the attendance sheets as is done in most educational institutions.

There is the need for security checks to find hidden cameras, earpieces, smart eyeglasses, smart rulers, smart wrist watches, programmable calculators, and so on, that students take into examination halls. These security checks have to be electronic and metal scanners to be able to identify hidden devices. This is particularly important because students seem to have mastered the art of sneaking in such devices into examination halls to cheat at all cost. Fif. 3 below shows the extent students go to smuggle in such devices. In the first picture a student cut open a slipper and hid a phone in it. In the second image, a lady hid a phone inside her braided hair while wearing an ear piece to receive her message. The phone is so well hidden it is not visible to the eye. The invigilator's hand can be seen holding it in the picture. Sometimes phones and other such devices are hidden in under wears like pants and brassieres [8]. Such scans will also identify and deter students who bring in weapons like guns and matchets like attack cult rivals during examinations. Such weapons would have been removed before they have the opportunity to use them.

Figure 3 illustrates the ingenious methods employed by students to smuggle digital devices into examination halls for the purpose of cheating. The first image shows a phone cleverly concealed inside the sole of a slipper, which has been cut open and modified to hide the device. The second image captures a female student with a phone discreetly hidden in her braided hair while she uses an earpiece to receive messages, demonstrating how difficult it can be for invigilators to detect such violations with the naked eye. These examples underscore the growing need for advanced security measures, such as electronic and metal detectors, to curb examination malpractice through concealed technologies.

Figure 3. Different methods of sneaking in digital devices – Phone dug into a slippers and earphone [27].

The provision of functional Closed-Circuit Television (CCTV) in examination halls is a welcome deterrent to examination malpractice with the use of technological devices. This is useful within and outside the examination hall because it also serves as a surveillance to monitor and deter miscreants in the immediate environment. This has been successfully used by JAMB which has led to the arrest of many cheating candidates. One such case was a young woman who was caught with her phone hidden in her pant which she brought out from time to time to copy information that was being transmitted to her from a man outside the hall. The CCTV camera was used to apprehend both of them [8]. Another situation related to this is that of students who enter examination halls, write their names and leave without submitting any answer scripts. Such students return when results are published to claim they are being victimised by course lecturers or examination invigilators. The CCTV will expose if such students were in the hall and actually submitted their examination scripts before leaving the hall or not. The use of CCTV will also check the activities of ICT staff in schools who partake in changing Computer Based Test (CBT) results and tamper with computer systems before and after examinations [8].

Figure 4 illustrates the punitive action taken by a Nigerian higher institution against examination malpractice through the public burning of confiscated mobile phones. These phones were reportedly used by students to cheat during examinations. The image symbolizes a strict stance against digital cheating tools and serves both as a deterrent and as a demonstration of the institution's commitment to upholding academic integrity. It reflects broader efforts to curb the misuse of technology in examinations by emphasizing accountability and discipline.

Figure 4. Phones used in examination malpractice being burnt in a Nigerian higher institution.

Another way in which technology can be used to mitigate examination is by blocking access to internets during examinations to check its use in malpractice. In going through the use of technological devices in cheating it is easy to deduce that most of the malpractice is carried out using the internet. This included using Google, WhatsApp, Chat GPT, Microsoft Bing and other forms of AI. Blocking internet access for the period of examinations would ensure that they cannot use these facilities to cheat. To do this, there are several signal jamming devices and software that can be used to restrict internet access at specific times or on demand.

To prevent the use of the internet, sending and receiving messages, phones and digital devices of every kind should not be allowed into examination halls as is the regulation of every school [8]. Without these devices in examination halls cheating will not be as sophisticated as it is today [35], [36]. In spite of all the various laws that guard against not bringing such devices into examination halls, some students still legitimately enter with them by convincing some not very technology savvy invigilators that they are harmless.

Factors Militating Against Using Technology To Mitigate Examination Malpractice.

Technologies can be used to mitigate examination malpractice in al its various form, whether they are technology based or not. Some of these reasons are as follows:

1. There are no clear policies to guide and protect what to do with the phones when they are seized in the examination hall. For this reason, phones seized in examination halls are returned to the owners who soon use them in other examinations.

2. The political will is not available to put serious laws and implement such laws when they have been flouted.

3. The cost of providing the various technologies required to mitigate technology-based examination malpractice is a problem. These are things like CCTV, Biometric devices, scanners, etc.

4. A lot of teachers in the Nigerian school system are not digital literates or computer savvy, so they cannot identify other devices that can be used in malpractice outside phones loke programmable computers, watches, pens and so on.

5. A lot of teachers are not digitally literate enough to type their own questions and print them. They still depend on other people to do this for them.

6. Electricity is a major problem impeding the use of technology to solve these problems. These devices like CCTV need constant electricity to function.

7. Theft and vandalism of digital devices in the school system has discouraged against mounting digital resources like CCTV on public areas like classrooms.

8. There seem to be no repercussion for students seen cheating with phones. In some cases, other

teachers and invigilators appeal for the phones to be returned in the presence of the defaulting students.

Effect of Use of Technologies in Examination Malpractice

The use of technology in examination malpractice has negative effects for the instructional process, the students and the staff. Some of these are the following:

a. Students do not see a need to attend classes in order to pass examinations.

b. Students do not see a need to read anymore.

c. Students form cheating groups to assist each other. This goes across different class levels to ensure that there is someone outside the examination hall to send questions to.

d. Students seem to have no moral compass to do what is right. This is the reason for getting angry that a girl reported another person who was cheating in the examination hall. She should be celebrated for having the guts to do the right thing.

e. Students write off point in examination because in their hurry to copy from their devices they do not properly ascertain if the information they copy is applicable to their course or not.

f. Students who are caught cheating with digital devices automatically have to repeat the course. In some cases they are made to face examination malpractice panels where they can be made to lose a year or get expelled. The young lady who was reported by her colleague for cheating was made to lose 2 years. She was demoted from year 3 to 1.

g. It makes invigilating examinations a challenge for teachers, especially when so many students seem to be involved and support malpractice.

Conclusion

Examinations are an important part of the educational system, but examination lose their value when malpractice clouds the results we get. In the past few years examination have been greatly tainted by the use of technological devices. Some of the ways these devices have been used are in microchipping examination content, illegally sharing examination questions, using phones and other digital devices to store, share and receive information relevant to the examination. They are also used to impersonate and disrupt examinations. Some of the ways technology is used to mitigate this problem is providing proper biometric identification to stall impersonation, prevent leakage of questions, jam digital signals and so on.

References
[1] R. C. Richey, K. H. Silber, and D. P. Ely, "Reflections on the 2008 AECT Definitions of the Field," *TechTrends*, vol. 52, no. 1, pp. 24–25, 2008.
[2] A. J. Januszewski and N. Molenda, Eds., *Educational Technology*. Routledge, 2013.
[3] Z. Getaneh *et al.*, "Prevalence of anemia and associated factors among school children in Gondar town public primary schools, northwest Ethiopia: a school-based cross-sectional study," *PLoS One*, vol. 12, no. 12, p. e0190151, 2017.
[4] R. Heinich, *Instructional Media and Technologies for Learning*, 7th ed. Merrill, 2002.
[5] School Dekho, "Advantages and Disadvantages of Examinations." 2023. [Online]. Available: https://www.schooldekho.org
[6] R. Gryshuk, "Quiz vs Test vs Exam: Difference and Application." 2025. [Online]. Available: https://educate-me.co
[7] S. U. Oko and R. I. Adie, "Examination Malpractice: Causes, Effects and Possible Ways of Curbing the Menance. A Study of Cross River University of Technology," *Int. J. Manag. Stud. Res.*, vol. 4, no. 1, pp. 59–65, 2016.

[8]   J. G. Adewale, "Examination Malpractice: A Stigma on Teacher Effectiveness in Nigeria." 2004. [Online]. Available: https://repository.ui.edu.ng

[9]   M. O. Edeh, U. E. Ani, D. N. Anayo, I. Abdullahi, Q. A. Alhuseen, and N. O. Noorulhasan, "The Role of Technology in Mitigation of Examination Malpractice in West Africa," *Int. J. Innov. Res. Comput. Commun. Eng.*, vol. 7, no. 10, pp. 3990–4002, 2019.

[10]   The Complete Laws of Nigeria, "Examination Malpractice." 2004. [Online]. Available: https://placng.org

[11]   N. Ikeke, "Top 15 Ways Nigerian Students Cheat During Exams." 2015. [Online]. Available: https://legit.ng

[12]   M. Bibi, D. K. Mohammad, and U. Dahiru, "Types and Levels of Involvement in Examination Malpractice as Perceived by Undergraduates in Gombe State University," *Int. J. Educ. Res.*, vol. 8, no. 1, 2020.

[13]   D. K. Udim, U. Abubakar, and J. O. Essien, "An in-depth evaluation on the issue of examination malpractice in Nigeria," *Res. Pedagogy*, vol. 8, no. 2, pp. 204–213, 2018, doi: 10.17810/2015.84.

[14]   A. W. Kuforiji, "Examination Malpractice in Nigeria: Causes and Solutions." 2019. [Online]. Available: https://nigerianfinder.com

[15]   Tehran Times, "Almost 2,000 Nigerian students cheat exams with mobile phones." 2007. [Online]. Available: https://tehrantimes.com

[16]   D. Karimov, "Studying the Effectiveness of Flexibility Development Methods in Physical Education Students," *Ferg. State Univ.*, no. 1, p. 10, 2024.

[17]   T. Kareem, "Examination Malpractice in Secondary Schools and How to Tackle it." 2024. [Online]. Available: https://edugist.org

[18]   M. N. Onyia, "Digitization of Education in Nigeria: A Path To Technological Advancement." 2020. [Online]. Available: https://Www.Thisdaylive.Com/Index.Php/2019/09/15/Digitisation-In-Nigerian-Education/

[19]   U. C. Okolie, H. E. Nwosu, B. C. Eneje, and N. N. Oluka, "Reclaiming education: Rising above examination malpractice, and its contextual factors or study progress," *Int. J. Educ. Dev.*, vol. 65, pp. 44–56, 2019, doi: 10.1016/j.ijedudev.2019.01.001.

[20]   C. Nwachukwu and K. Onyenankeya, "Use of Smartphones among College Students in Nigeria: Revelation and Revelations," *J. Commun.*, vol. 8, no. 2, pp. 171–182, 2017, doi: 10.1080/0976691X.2017.1396007.

[21]   S. J. Anzene, "Trends in examination malpractice in Nigerian educational system and its effect on the socio-economic and political development of Nigeria," *Asian J. Humanit. Soc. Sci.*, 2014.

[22]   I. Omieibi-Davids, *Fundamentals of Curriculum Development*, 3rd ed. Noni, 2006.

[23]   B. Acton and J. Koum, "WhatsApp." 2009. [Online]. Available: https://whatsapp.com

[24]   M. Friberg, "Forget Apple vs the FBI: WhatsApp Just Switched on Encryption for a Billion People." 2016. [Online]. Available: https://www.wired.com

[25]   NDTV Correspondent, "WhatsApp Voice Calling Now Open to All Android Users: Report." 2015. [Online]. Available: https://gadget360.com

[26]   Orijoadmin, "Teacher arraigned for aiding malpractice during WASSCE." 2020. [Online]. Available: https://orijoreporter.com

[27]   B. Danmole, "The Menace of Examination Malpractices Amongst Young People in Nigeria." 2023. [Online]. Available: https://hedang.org

[28]   W. Mbarawii and I. F. Maclean, "Impersonation and Collusion During Examination and Students' Academic Performance in Public Senior Secondary Schools in Rivers State," *Int. J. Econ. Environ. Dev. Soc. IJEEDS*, vol. 4, no. 2, pp. 193–202, 2023.

[29]   M. M. Iorbee, D. A. Aboho, and C. A. Iorbee, "Examination Malpractice in Institutions of Learning in Nigeria: Implications for the Nation." 2013. [Online]. Available: https://glabalacademicgroup.com

[30] G. Isenyo, "2024 UTME: Father arrested for taking exam for son." 2024. [Online]. Available: https://punchng.com

[31] C. Achebe, *Things Fall Apart*. Heinemann, 1958.

[32] W. Glenn, "A Secret Shared, Isn't a Secret." 2020. [Online]. Available: https://stalbertseniors.ca

[33] N. E. Ugwuja and S. C. Asogwa, "The impact of 75% NUC lecture attendance policy implementation in Nigerian Universities," *Umudike J. Eng. Technol.*, vol. 8, no. 1, 2023.

[34] P. Chauhan, "Should 75% Be Made Compulsory or Not." 2023. [Online]. Available: https://medium.com@priyanka.2110

[35] P. Nwankwo, "Examination Malpractice in Nigeria." 2012.

[36] B. Kayode, "Practical Approach towards eliminating examination malpractice in Nigeria's higher institutions," *J. Niger. Soc. Educ. Psychol. NISER*, vol. 4, no. 2, pp. 262–268, 2006.