

INFLUENCE OF ISLAMIC TEACHINGS ON THE ATTITUDE OF STUDENTS TOWARDS EXAMINATION MALPRACTICES IN NIGERIA

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Abstract

Education is meant to nurture man to make of nature what can enable him make the society much better for him and for all. At every stage of this grooming process, however, examination still remains the major benchmark of cognitive competence and intellectual prowess right from the kindergarten to the university. Though, the application of the learning to solving real-life situation challenges in the society is what the world craves today. In several nations, examination is still skewed towards the test of retention ability than the appreciation of expertise in skills. This preference makes the process less vital than the product in the minds of the learners: the end justifies the means. Therefore, a number of learners in the society wouldn't mind going to any length to have good results that will boost their employment opportunity or enhance their status in the society. Ideally, the importance of process in determining the value of the product should never be overlooked. Though, things are changing for the better and several employers now value academic qualifications with adequate skills, a number of the learners are still of the opinion that good academic results only are synonymous to employability skills that open all doors to success. With the rapid technological advancement in the world today, examination malpractice has assumed more complex forms as it appears in different colours that often mesmerise those who advocate its demise. Using the examinee's flesh as reference sheets and making the apparel as equally susceptible to manipulative innovation as any electronic device or bodily sign are just a tip of the iceberg. Hence, the war against examination malpractice often seems to be several paces behind in matching the sophistication of the perpetrators of the menace. Yet, it is a must-win war and efforts must continue towards making it a reality as soon as possible. The study employs primary and secondary sources of information, and they both reflect a great mismatch of efforts and

ISSN 2527-8401 (p) 2527-838X (e)

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<http://journal.walisongo.ac.id/index.php/jish>

resources in the war against examination malpractice in Nigeria. It was found out that lack of adequate knowledge of the nature and mechanism of the menace often leaves loopholes for the perpetrators to carry out their plans. Another finding is that the perpetrators are close to being in abreast with technology while the army against them is more analogous than technological. Inconsistency in implementing the deterrent policies also encourages the perpetrators. The study therefore recommends strict compliance with Islamic teachings and stiffer measures against offenders amongst others.

Keywords: Influence, Examination Malpractice, Islamic teachings, Attitude of Students.

Introduction

Prophet Adam was recorded in the Qur'an as the first human being to have been examined alongside the angels (Qur'an 2:31-33). The examination was conducted by Allah after He had tutored Adam who passed the examination without any crooked means. It should be pointed out here that the examination was oral and not written. Adam's good performance in the examination proved his superiority over the angels, which necessitated Allah's instruction that the angels should prostrate before him (Qur'an 2:34). The prostration was before Adam but the obedience was to Allah.

However, Henry Fischel, an American businessman and philanthropist was reported to have invented exams in the late 19th century. Other source claimed that another man, with the same name (Henry Fischel), a professor of religious studies at the Indiana University invented standardized assessment during the early 20th century according to qph.fs.quorancdn.net.¹ Henry Fischel's invention of exams according to merrittrace.com was precipitated on his belief that a person should be meticulously examined before a conclusion is drawn on him.²

Concept of Examination Malpractices

The Examination Malpractice Act in Nigeria³ explains exam malpractice as any act of omission or commission by a person who in anticipation of, before or after any exam, fraudulently secure any unfair advantage for himself or any other person in such a manner that

¹ [Qphfsquorancdnnet/main](http://qph.fs.quorancdn.net/main), "No Title," n.d.

² "No Title," n.d., www.merittrac.com.

³ Federal Republic Nigeria, *Examination Malpractice Act* (Lagos. Government Press, n.d.).

contravenes the rules and regulations to the extent of undermining the validity, reliability and authenticity of the certificates issued.⁴ Examination Malpractice Decree no. 33 of 1999 stipulates 21 years imprisonment for culprits. Examination malpractices have been identified with such names as, the monster, national disease, national disgrace, and each is like a cancer in educational underbelly. This menace, which began as isolated cases of examination leakages and other malpractices in all institutions across the country, have turned out into an avalanche, thus, calling to question, the credibility of admission and assessments based on examinations held within the country (Obe, 1992). It is painful to hear that there is increase in examination malpractice by students from different parts of the world, Nigeria inclusive. Examination malpractice is the illegal action that students adopt during their examinations as struggle to make good grades through by cutting corners. It can also be defined as cheating by students in their examination halls. Cheating in examinations is evident in developed and developing countries⁵. From Africa to Europe and to America, the issue of examination malpractice has become an issue for educators and it has become a global phenomenon (Czek, 2000). As reported by Fredrick, over a thousand hopeful candidates were caught in examination malpractices during the annual civil service exams, where 775,000 applicants competed for 13,500 jobs. ⁶

However, examination malpractices in Nigeria could be traced back to the colonial days, when the 'Nigerian Chronicle' of January 9, 1912 widely reported how the questions of Senior Cambridge Local Examinations Syndicate leaked.⁷ Questions were seen by candidates before the scheduled date of examination.⁸ In the same vain, there have been cases of examination malpractices even in post-independence. Adeshina reported incidences of examination leakages in West African Examination Council (WAEC) papers in 1963, 1967, 1971, 1977 and

⁴ Nigeria, *Examination Malpractice Act*.

⁵ M A Eckstein, "Combating Academic Fraud: Towards a Culture of Integrity," n.d., www.unesco.org/iiep.

⁶ B Fredrick, "1000 Caught Cheating on China Civil Service Exams," n.d., www.Businessweek.com/globalbiz.

⁷ Y A Fasasi, "Quality Assurance: A Practical Solution to Examination Malpractices in Nigeria," n.d., www.ijser.org.

⁸ S J Anzare, "Trends in Examination Malpractices in Nigerian Educational System and Its Effects on Socio-Economic Development of Nigeria," *Asian Journal of Humanities and Social Sciences* 2, no. 3 (n.d.): 1–8.

1981, as a result of which administrative panels of enquiry were set up.⁹ The question is: what are the causes of these malpractices among the students? Do they indulge in such act because they like doing it? What makes them indulge in examination malpractices as if they were do-or-die affairs?

Examination malpractice characterizes all levels of education and discipline, irrespective of age group or profession involved, and it's a challenge to the quality of education in many countries of the world.¹⁰ The problems of examination malpractices to the growth and development of educational sector are enormous. The tree of examination malpractices has over the years, grown gigantic satanic roots, spreading its tentacles to even the most revered of Nigeria's institutions and examination bodies. The problem is not just associated with the lower examination bodies like West Africa Examination Council (WAEC), Joint Admission and Matriculation Board (JAMB), and the National Examination Council (NECO) but present in all facets of life where tests and measurements are a major enhancement of status and recognition. Hence, it is no longer strange to the higher institutions and other professional examinations, such as the Medical examinations, and the Law school examinations. The most striking issue is that students who are adherents of various beliefs and faiths, for example, Islam and Christianity, are often times found to be victims of this moral misconduct.¹¹ The process of examination has become a contemporary shame¹² and this is caused by the phenomena of examination malpractices that have become endemic in the educational system. In 2006, the Federal Ministry of Education blacklisted and derecognized 324 secondary schools across the nation as centers for conducting public examinations. The distribution of the schools involved and found guilty is shown in the table below:

⁹ S Adeshina, *Growth Without Development: Nigeria's Educational Experience 1914* (Educational Industries Nigeria, n.d.).

¹⁰ J A Ogunji, "Examination Management and Examination Malpractice: The Nexus," *Journal of International Education Research* 7, no. 4 (n.d.): 1–12.

¹¹ L L Adedeji and A I Omojuwa, "Ethical Implications of Status of Students Involvement in Examination Malpractices on Their Level of Religiosity," *Journal of Teaching and Education* 6, no. 1 (n.d.): 153–163.

¹² M Nwadiani, "Curbing Examination Malpractice in the Nigerian Educational System," in *A Lead Paper Presented at the First Annual Conference of the Faculty of Education* (Ekpoma: Ambrose Alli University, n.d.), 10–12.,

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Zone	Number of Schools	Percentage
North Central	54	16.6
North-East	08	2.5
South-East	48	14.8
South-South	116	36.0
South-West	86	26.5
North-West	12	3.6
Total	324	100

{Source: Omemu, 2015}¹³

Joint Admission and Matriculation Board (JAMB) Examination Malpractices

The Joint Admission and Matriculation Board (JAMB) published the names of 195 candidates who engaged in one form examination malpractice or the other during the 2020 examination and 9 examination centers were de-registered. 1,945,983 candidates sat for the examination. In 2019, one hundred and twenty three (123) candidates were involved, two hundred and eight (208) candidates in 2018, and the total number of one thousand three hundred and eighty six (1,386) in 2017.¹⁴ The decline in the cases of examination malpractices (moved to 3 digits from 4), from 2018 to 2020, could be largely attributed to the commendable efforts of the Registrar (Prof. Ishaq Oloyede), who incidentally is a Professor of Islamic studies. Though, there is still room for improvement, the reduction in the rate recorded so far is commendable.

West African Examination Council (WEAC) Examination Malpractices

In 2019, during the May/June West African School Certificate Examination (WASCE), 224,711 cases of examination malpractices were reported for investigation. After due diligence was carried out on the cases, 178,580 candidates, which represent 8.93%, had their results

¹³ F Omemu, "Causes of Examination Malpractice in Nigerian Schools," *British Journal of Education* 3, no. 7 (n.d.): 34–41.

¹⁴ "No Title," accessed August 28, 2020, www.premiumtimes.ng.news.

withheld as a result of confirmed involvement in examination malpractices. 1,596,161 candidates registered for the exams from 18,639 recognized secondary schools in Nigeria.¹⁵ In a similar vein, 170,327 cases were reported in 2018 to have been involved in examination malpractices during the West African School Certificate Examination (WASCE). After thorough investigation, 144,110 candidates were confirmed and had their results withheld.

Causes of Examination Malpractices

There is always a cause to any action taken by any person; be it legal or illegal. The society, parents, teachers/lecturers, school owners, and the students are all culpable in the act. Students do not engage in examination malpractices just for the love of it; rather, there are motivations from several quarters that lead them to such illegal actions which have nearly been adopted as a way of life. Because the society never considers failure as a chance to learn and be better, but as an emblem of disgrace, several students would go to any length to ward off this avalanche of shame. The causes of examination malpractices among students, therefore, include degenerating moral values, students' laziness, lecturers and teacher's weaknesses, poor parental guidance, personal influence/peer pressure, supervisors' weakness, lack of self-confidence and government failure to prosecute offenders of such crime, among others. It has also been noted that some private school owners' weak faith, greed, and visionlessness often aid in perpetuating the societal ills. It is expected that students brought up with the right religious teachings, should be positively influenced and imbued with the right values that would save them from getting involved in examination malpractices.

Effects of Examination Malpractices

The effects of examination malpractices are numerous and far-reaching. Scoring marks higher than a student deserves undermines the integrity of the test as well as the efforts of the other examinees in the same test. Besides, cheaters are liable to being blacklisted and never have the chance to sit for the same examination for life. The most pathetic is that cheaters that graduate in flying colours may end up being sources of societal doom in their professions: qualified doctors that endanger patients' lives in hospitals, professional teachers that kill the national

¹⁵ BusinessdayngExamination, "No Title," n.d.

dream of the future in the youths of today, accomplished engineers that construct death traps as mansions for people or mighty but rickety bridges for the nation, and acclaimed politicians that joyfully mortgage the destiny of their people. It is needless to say here that examination malpractice does nobody any good but evil. Therefore, since education is the bedrock of every society, any factor or vice that tarnishes the outcome of the learning process must be dealt with vigorously by all stakeholders.¹⁶

Cheating Devices/Methods

There are two major methods employed in examination malpractices in the surveyed institutions: the old and the new. The old, which involves non-digital devices as well as using parts of the body as writing materials for referencing in the examination hall, can be likened to the analogue, while the new method comprises all the popular digital devices as well as the emerging tools of technology that encourage cheating during examinations. Though, the old is less costly and readily available, some students have acquired a few of the new devices and several of those who cannot afford them are aware of their existence and eagerly look forward to experimenting them someday soon.

The Old Methods: The following are some of the old methods:

- i. Bullets/Missiles: These are improvements on the traditional method of taking prepared materials into the examination hall. Users go into the examination hall with what is generally termed as “arms and ammunitions” which they intend to “detonate” successfully. The arms and ammunitions are the bullets also known as missiles or reminders, which come as tiny pieces of paper or even toilet rolls which they use in summarizing the major points of the course. When the students are not detected throughout the period of the examination, the mission is accomplished, meaning that the bullets or missiles have hit their targets. When they are caught, it means the missiles have exploded before the time. Such mishap usually calls for mop-up exercises like swallowing the bullets to destroy any traces of the incriminating materials.

¹⁶ D K Udim, U Abubakar, and J O Essien, “An In-Depth Evaluation on the Issue of Examination Malpractice in Nigeria,” *Research in Pedagogy* 8, no. 2 (n.d.): 204–213.

- ii. Super print: A generic name covering all forms of writing on clothes, under skirts, inner lining of blouses, brassieres, handkerchiefs, jackets linings and lapels. The texts are written with codes and arranged on patterns that appear from distance, as common flowery designs. Dubbing is a form of this practice: A loose term for copying in the examination hall. Those who copy are called “dubbers”. The material used for copying is immaterial but the act of copying is of great essence to the cheaters. Female students often use their wrappers to effectively conceal such materials.
- iii. Body Writing or Tattoo: This time consuming specialty of female students is considered very safe as the tattoo can be cleared within seconds. Vital areas used are the thighs, shielded by skirts and wrappers; the arms (which, though strategic, can only carry little materials); and the palm (the forebear of all means) which has lost its attraction due to easy detection. Once in the examination hall, the students adopt peculiar sitting methods that allow them adjust their skirts, blouse or shirt sleeve at ease to reveal the materials. Most invigilators cannot prosecute because of normal moral questions they have to answer: why are they looking into a girl’s sensitive area?
- iv. Giraffing: A very old form of cheating, even in primary school. Those who adopt the method are not in alliance with other students, but steal occasional glances at their papers. Like the giraffe, students strain their necks to catch a glimpse of the materials they want to copy. Magnifying glasses are emerging as vital aids in the giraffe method. It is often considered less severe than most of the other means as the common penalty is movement of the student from one seat to another.
- v. ECOWAS: An arrangement between friends who evolve a suitable system of passing messages in coded language in the examination hall. This mutually assured assistance comes in several ways. First, students exchange question papers on which notes have been made; second, students borrow points in whispers while on the lookout for invigilators. Academic alliance is also related to ECOWAS. It is a relationship established between a brilliant male student and a below average female student called “subscriber”, in a variation. Both the provider and the subscriber sit as close together as possible in the examination

hall. The subscriber shows gratitude either in cash or kind. ECOWAS is also known as ECOMOG and AU.

- vi. Impersonation: A mercenary writes an examination for a fellow student. Entrance into the examination hall is guaranteed by keeping two identity cards, one of which would be easily defaced. Students have mastered this way of cheating on invigilated examinations by dipping their passport photographs in kerosene before submission for the album that would be used at the centre and by the time of the examination, the passports will no more be recognisable. Hence, the invigilators will be forced to rely on those on the ID cards which are of course the mercenaries’.
- vii. Contractor: Examination attendant who pretends to go for more answer scripts drops question paper at designated points for a mercenary. Later on, the attendant collects the already prepared answer scripts in the same manner, adds it to the batch he has collected and hands it over to the student who “awarded” the contract.
- viii. Expo: Questions leak to students before the day of examination. This will enable the candidate prepare much better than he would ordinarily have done without the leakage.
- ix. Micro Chips: Pieces of paper not bigger than a normal complimentary card on which students, writing in codes, condense portions of their notebooks. 2H pencils are preferred for packaging microchips because the strokes are sharper. These chips are smuggled into examination halls via Mathematical set, calculator, purses, handbags and socks – sometimes in a most bizarre manner – glued to the inner side of a shirt collar, tie or canvas sole.

The New Method/Devices: Technological advancement across the board has further complicated the intricacies of examination malpractices as cell phones are daily enhanced with great apps and several sophisticated devices evolve by the day. Though, these devices are costly, some students prefer spending all they have in getting them to working hard for success in their examinations. Ensuring candidates’ authenticity, result validity, or prevention of cheating (even in remote proctoring online learning) is a great challenge. In spite of the advances in technology, students still find ways of cutting corners. The following

are some of the new devices, either being used or being objects of aspiration among several students, in the surveyed institutions:

- i. Walkie-talkie: A sophisticated and expensive method which thrives in overcrowded examination halls. Students take advantage of the loose invigilation to smuggle out question papers to an arranged helper who feeds the candidates with the answer via a “walkie-talkie”.
- ii. Smart calculator: This device looks like a normal calculator but does much more. By use of codes, the student logs lecture points and, in the examination hall, recalls the preloaded information as he inputs the required special combination of keys. Lecturers are easily fooled, thinking the device is an ordinary calculator. No matter the course – Mathematics, Sociology or History – the students who adopt this method are usually armed with sophisticated kits that often aid smooth execution of their plans.
- iii. Voice-activated assistants: These are computer Apps that are also being used to serve the same purpose. Siri (Speech Interpretation and Recognition Interface) - a built-in Apple "intelligent assistant" which enable users get answers to questions; Bixby (Samsung's virtual assistant); Cortana (Microsoft's); Google Assistant; Robin; Amazon's Alexa (of which Echo Loop, a smart ring with a built-in microphone, speaker and an all-day battery life can hardly ever be suspected as probable device for cheating in examinations.
- iv. Digital pen/Pens with VU light (Ultraviolet Light): As whispering in an examination might be risky, digital pen sends the text you write to the smartphone via Bluetooth, and the answer is whispered to you via the tinny earpiece planted in your ear. Pens with VU light (Ultraviolet Light) also serve as inkless writing tools as well as the source of light to view the scribbled formulas or facts recorded on the seemingly plain sheet of paper that might be allowed into the examination hall without suspecting any act of malpractice.
- v. Mathpix: This is a free mobile application that will solve any equation you snap with your phone. Just take the picture of any equation written on a piece of paper, and it will solve it instantly.

- vi. Smart watches: These are normal watch-like computers that can be used to assess facts and find answers to questions. It has an in-built panic button that when pressed, blocks all smart functions, displaying only the time. There are also smart watches with invisible screens viewable only with special glasses. Only the candidate that wears the glasses can see what the watch displays.
- vii. Micro Camera: This is a minute gadget that can easily be hidden on the body to connect the candidate to the external source of assistance from which he can get answers to questions via an equally minute earpiece.

The Concept of Religiosity

Religion is conceived and defined differently by different people. It is noteworthy that in spite of the long history of religion or the study of religion in general, it is very difficult to produce a satisfactory description, let alone the actual definition of religiosity. According to Gedriatis, quoted in Adedeji & Omojuwa, religion is a normative institution which has several forms, each of which has social implications.¹⁷ Thus, a religious person offers services to God in obedience as a responsible and accountable human being in a particular social situation. In this context, it is impossible to seal religion and social life into mutually airtight categories. Religion is perceived by different people based on their experience and outlook. In this context, religion means different things to the theologians, sociologists, psychologists, philosophers, freethinkers, teachers, and students, who are stakeholders in such issues like examination malpractices. Religion is reasonably accepted among scholars as a system of communal beliefs and practices relative to a superhuman being or beings. Religiosity, therefore, means, being religious. It is a degree of involvement and the commitment to a religious life as well as the intensity of the involvement and commitment to it in theory and practice. It is a spirituality that is lived and expressed within an existing religion. It is less about simply fulfilling doctrines and prescriptions as such or for their own sake. It is more about expressing one's spirituality through them because the religion is quite natural. Individual religiosity can be measured through some indices like – church/mosque membership, frequency of attendance, observance of prayers, attitudes toward religion, specific beliefs, religious experience, a

¹⁷ Adedeji and Omojuwa, "Ethical Implications of Status of Students Involvement in Examination Malpractices on Their Level of Religiosity."

contribution to church/mosque funds, religious affiliation and religious rituals.

The diversity of religions in Nigeria reflects validity of faith in God but in different ways. It is religion, therefore, that serves as the roadmap that guides the faithful through various stages of life. It enjoins man to do in solitariness what he will not be ashamed to do in the public. As opined by Safra, the religions of the world have often brought diverse groups together in pursuit of higher moral or spiritual goals.¹⁸ In this way religion has not only strengthened the bonds of community but also provided many of the basic moral principles on which societies have been built. The bottom line is reflecting religious teachings/values in day to day activities and ability to shun any immorality/illegality.

Education and religion are tools for instilling in learners desirable character, enviable personality, adequate grooming for civic and social responsibilities, acceptable social skills, and zeal for preservation of the societal culture. Hence, it could be postulated that a religious man is educated and vice versa; and a dubious person neither claim to be educated nor religious. As Islam enmeshes religious practices with the social life of man, secular is coalesced around sacred in making pragmatic faith the believer's way of life. Education is a necessary process through which young adults are equipped to lead productive lives according to their talents and interests.¹⁹

Islamic Teachings on Examination Malpractices

Islam is not only a religion, but also a way of life. As far as Islam is concerned, consciousness of God influences the attitude of man, who not only strives to apply His commandments to his daily routine, but tries to satisfy Him in all his endeavors. A Muslim, therefore, abhors devilish activities which are likely to stand between him and his Creator. As he is making frantic effort to fulfill his religious obligations, he eventually learns to obey the rules of the authority, as

¹⁸ J E Safra, *Britanica Encyclopaedia of World Religion* (London Encyclopaedia Britannica Inc, n.d.).

¹⁹ S Akaranga and J J Ongong, "The Phenomenon of Examination Malpractice: An Example of Nairobi and Kenyatta Universities," *Journal of Education and Practice* 4, no. 18 (n.d.): 87–96.

taught by God Himself (Qur'an 4: 59), which makes examination malpractices, a punishable offence.

Examination Malpractice as an Evil Practice

Any form of malpractice (examination malpractice inclusive) is regarded as an evil act and Allah has warned against following Shaytan, (Qur'an 2:208), who is described as an avowed enemy (Qur'an 36:60). Indeed, so many have been misled, as a result of cutting corners instead of applying their intellectual endowment (Qur'an 36:62). After all, human beings are not equal. 'See how We have made some of them excel others ...' (Qur'an 17:21). It is therefore, hypocritical for a person who engages in examination malpractices to take credit for what he did not work for or deserve. In fact, Qur'an says that such a person shall have a painful chastisement (3:188). Whereas, those who have faith in Allah, and engage in righteous acts (by not engaging in examination malpractice), have been promised better life in paradise janatul firdaos (Qur'an 18:107, 2:25).

Perpetrator of examination malpractices is a liar as he had said what he does not know. Meanwhile, Allah has warned us not to say what we don't know. 'And follow not that which you have not knowledge. Verily, the hearing and the sight and the heart, all of these, shall be questioned about that' (Qur'an 17:36). It is also a breach of agreement, based on the instructions given before the examination. It would have been better to opt out of the exams if he could not abide by the instructions. As contained in the Qur'an, 'verily, the covenant will be questioned about' (17:34).

Awareness of the Day of Judgment: The important lesson drawn from the belief in judgment day is the issue of accountability (Qur'an 2:281, 2:123). A Muslim believes that since he was not consulted before he was sent on earth, he would not be informed of when to return to his Lord. His life on earth is not by accident; therefore, he would be called upon to give full account of his stewardship while on earth. Prophet Muhammad (peace be on him) said "All of you are shepherds, and all of you will be questioned on how you have reared your sheep". In essence, no action of man can escape the record of God, because He has appointed two angels to record every activity of man - no matter how minute it may be - the records would be shown to him on the judgment day. The remembrance of the above is strong enough to curb him of any activity that may spell doom for him on the day. Consequently, a

person who engages in examination malpractice does not believe/aware in the life hereafter, as no one will pass before Allah until he answers certain question which includes 'his life and how he lived it ...and how he acted his knowledge' (Sunan al-Tirmidhi 2416).

Conclusion

In view of the above, the corporate thinking or perception of the entire staff and students should be oriented that examination malpractices have ugly consequences and therefore, should not be involved. This is because; involvement in it should be termed as fraudulent.

It is not new to hear that in Nigeria, supervisors encourage malpractices in examinations by collecting bribes from students or the candidates. This is a big problem within education sector as those trusted to conduct examination, descend so low as a result of monetary gratification or otherwise. They also collect bribe from impersonators who come to write examinations for other candidates. These promoters of bad actions in some cases smuggle out question papers from the halls, get people to solve the questions, and distribute the answers to the candidates and collect money in return.

What is bad has no other name except bad. Islam frowns at such practices as a result of its negative impact on the nation. It should be emphasized that what is bad has no other name except bad. Islam frowns at such practices as a result of its negative impact on the nation.

Religious morality has a major role to play in curbing students from involving in examination malpractices. The involvement in such a practice is seen as devilish and unfortunate development that should not be allowed in the education sector. The students who profess Islam should be influenced to jettison examination malpractices as a result of the claims to be religious. It could be concluded that religion has not influenced students of higher institutions positively as far as examination malpractices is concerned. However, religion should not be blamed but students who accept religions without imbibing its regulatory laws.

Recommendations

In view of the findings and conclusion in this study, the following recommendations are advanced:

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- i. **Conscience and Morality:** Conscience and moral behavior of students should be revived and reawakened through membership of good societies and provision of moral and religious education in schools at all levels.
- ii. **The Clerics:** The Islamic scholars in mosques should ensure that they teach and preach sound ethical messages that touch mostly on good conducts, self-esteem, values and moral behavior as means of ensuring sustainable examination malpractice free society.
- iii. **Government:** as a way to curb or eradicate examination malpractices, government and employers of labour should de-emphasize the certificates and appreciate skills as we as competencies. What individual graduate is able to do should be encouraged. How equipped are the libraries, laboratories and mechanical workshops used by the technical students? Having adequate materials in place helps students to comprehend what they are taught and enhances their confidence in facing any examination situation without recourse to cutting corners.
- iv. **Teachers/Lecturers:** Lecturers should complete the course outlines for an academic semester before giving examinations to the students. They should not conduct examinations to the students in the areas not yet taught for that academic year. This could lead students to seeking excellent grades by whatever means and at whatever cost. Continuous assessment should be conducted periodically as to enable the students identify their deficiencies and take necessary steps towards improvement.
- v. **Instructional strategies/materials:** Lecturers should ensure that they use appropriate instructional strategies, backed up with suitable instructional materials, to make the learning meaningful and enjoyable to learners. This will ensure that learning takes place and performing well during examination would not be so difficult
- vi. **Examination Bodies:** The National/institutional bodies responsible for the conduct of exams should eradicate examination leakage that often happens through intermediaries. This is usually experienced in the country during examination that grants access to students seeking admission into tertiary institutions - the Unified Tertiary Matriculation Examinations

(UTME). This demeaning means of getting high marks to be admitted into universities or polytechnics further induces the students to start messing up in their individual departments when they become finally admitted. It is one of the main reasons for the inability of some Nigerian graduates to defend their certificates. The bad side of this is that several of the faithful students who will never be engaged in malpractice to secure admission are deprived of consideration. In other word, examination is no longer the true test of knowledge in countries whose examination supervisors are corrupt. Only those graduates that can walk the certificate they carry should be given recognition as learned in the society.

- vii. **Trusted People:** The people handling and administering examination papers should be of good characters, stainless and high moral conducts and well-adjusted behavior in the society. Anybody with bad records should not be entrusted with any assignment on examination supervision.
- viii. **Parallel Examinations:** A parallel form of examination for emergencies in case of leakages should be set by examination bodies.
- ix. **Enough Invigilators:** Cheating during examination can be minimized by having enough invigilators who are vigilant and through improved sitting arrangements (e.g. interspersing of candidates for different papers or parallel forms of the same paper).
- x. **Detection of Impersonation:** Detection of impersonation during the examinations may be improved by both comparing examinee's face with his/her passport photograph and reconciling signatures with the soft copies on devices to be kept by the invigilators. The use of CCTV cameras (closed-circuit television) in and around examination areas would also help in no small way.
- xi. **Training of Teachers:** All teachers should be well trained in continuous assessment principles and practices. It has been noted that the rate of failure in examinations has been slightly reduced since the reintroduction of continuous assessment (C.A).
- xii. **Guidance and Counseling:** Guidance and counselors and continuous assessment experts should help students with study

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skills training. This will improve their self-concepts and reduce debilitating test - anxiety. Each school should establish regular anti-examination malpractice programs and ensure that the consequences of getting involved in the act are clear to all members of the institution.

- xiii. Parents: Parents should realize the dangers that are inherent in aiding or abetting their children (students) to cheat in examinations. They should assist the society in fighting the menace of examination malpractices and this will bring sanity in the society, enable students understand the harmful effect of examination malpractices on their moral development and also go a long way in helping the government and the Ministry of Education to tackle the problem of examination malpractices in Nigeria. Parents should set good examples worthy of emulation to their children.
- xiv. School Authorities should always organize orientations, seminars and workshops to imbibe moral values and ethical conducts in students.

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